

THE BUSINESS EDUCATION WORLD



NOVEMBER
1933
VOL. XIV-NO. 3

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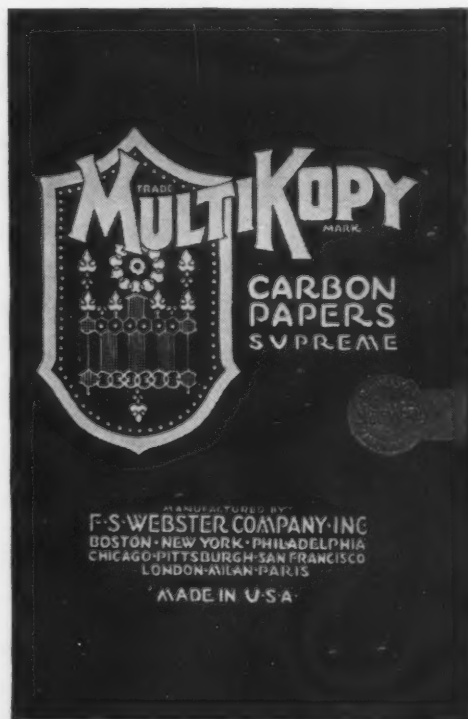
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270 Madison Avenue, New York, New York

Vol. XIV

November, 1933

No. 3

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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Rupert P. SoRelle, Vice President; Guy S. Fry, Secretary-Treasurer; Huber A. Hagar, General Manager. 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 57 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A.

Subscription rates: One dollar a year; ten cents a copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

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By BEERS *and* SCOTT

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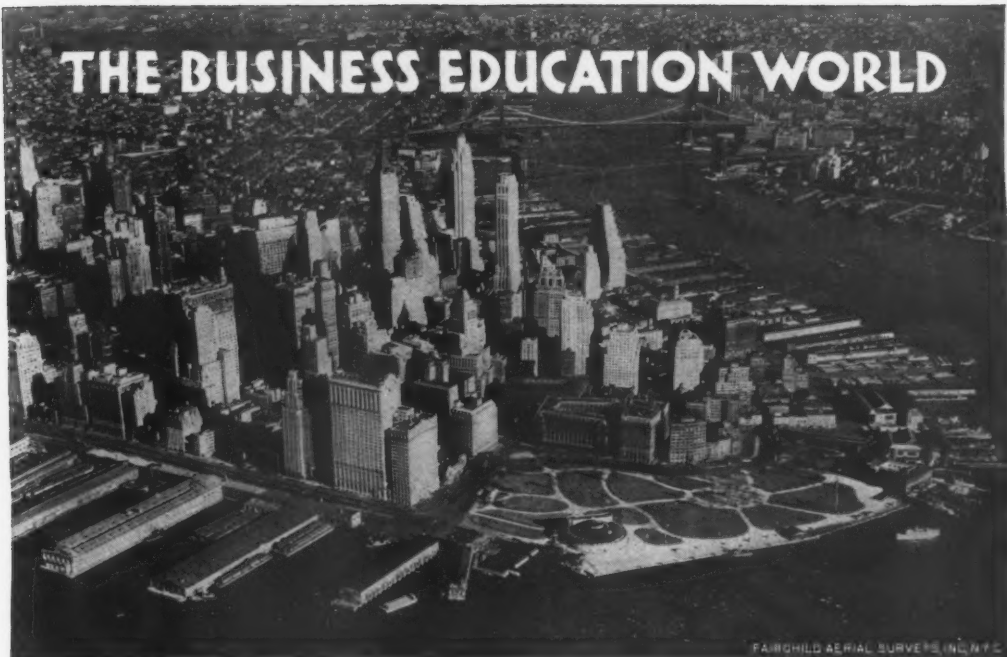
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THE BUSINESS EDUCATION WORLD



Vol. XIV

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Radio's Place in Business Education

An Interview with

MERLIN H. AYLESWORTH

President, The National Broadcasting Company

THE title of this interview with M. H. Aylesworth, president of the National Broadcasting Company, may surprise some readers, because many people still think of radio solely as a medium of entertainment.

This is far from fact, however, and Mr. Aylesworth's ideas on radio's place in business education should prove of real value to progressive teachers if they will act upon them.

"The whole structure of American business," Mr. Aylesworth pointed out, "is undergoing drastic changes. President Roosevelt, General Johnson, and the National Recovery Administration are rearranging the entire commercial pattern.

"This puts the business teacher in an unusual position. Now he must learn again, as well as instruct. He must keep up to date.

He is a student as well as a teacher. But where can he learn? How can he keep in touch with changing conditions? Where can he obtain authoritative explanations and analyses of the new rulings that govern business?

"Those questions, fortunately, are readily answered. Simply by turning on his radio, the teacher may hear the leaders of government, business, and industry discuss the changing business picture, day by day."

As Mr. Aylesworth paused, we carried his idea still further. Why stop at teaching teachers? What about the students?

"That is being done already in other fields of instruction," he answered, "and there is no reason why it should not be done for students of business. I will say that the National Broadcasting Company is ready to do its part.

N. B. C. Cooperation Assured

"Our policy in educational broadcasting always has been one of cooperation. We do not lay claim to being educators. But we stand ready to offer the use of our facilities to organized educational groups, and to give to educators the benefit of the knowledge we have gained concerning the best ways to obtain the full advantages of the medium of radio.

"Such organizations as the National Advisory Council on Radio in Education, the American Political Science Association, and many others have availed themselves of our offer, and have conducted various series of broadcasts. Thousands of schools all over the United States have installed radio receivers, and many schools have included these broadcasts in their regular instructional programs."

Many Broadcasts Now On the Air May Be Utilized by Commercial Teachers

Mr. Aylesworth saw no reason why private business schools and public school commercial departments should not utilize to their advantage the numerous pertinent broadcasts now being put on the air. Getting back to the changes now occurring in the business structure, he pointed out that General Johnson, Mr. Richberg, and other leaders of the New Deal are heard frequently over NBC coast-to-coast networks, explaining and reporting on the development of the NRA.

In other words, radio already is doing its part toward training the future business man and woman. And if there were a radio in every business classroom, teachers undoubtedly would find not only a new source of authoritative information and instruction, but, perhaps even more important, a new means of stimulating student interest. The classes would be put in direct contact with the leaders of business and industry, and of government. Therefore the opportunity offered by radio, the opportunity to keep in constant touch with all current developments, is of tremendous importance to commercial teachers.

Walter Damrosch Has Shown the Way

Mr. Aylesworth's ideas on how radio can help the business teacher to instruct the future business man are the results of very definite experience in parallel fields.

"An example of radio's influence as a medium in education," he said, "is the NBC music-appreciation hour conducted weekly throughout the school year by Dr. Walter Damrosch. Many thousands of schools have equipped their classrooms or auditoriums with receiving sets, which each Friday morning



MERLIN H. AYLESWORTH

bring to the pupils the voice of Dr. Damrosch and the music of his orchestra. Actual examinations conducted in these classes show the effectiveness of the broadcasts and their ability to instill in children a love and appreciation of the finest music.

"Our experience has shown that this effectiveness also occurs in other educational programs, and I see no reason why a similar plan should not be utilized to good effect in the field of business education."

The Microphone Presents—

Business men use their radios to keep themselves fully informed, Mr. Aylesworth pointed out, so why not business students and teachers? Many business men have radios in their offices, so that they may hear important talks during the day. The classroom is the student's office.

An interesting indication of the extent of daytime radio listening by business men was shown by Mr. Aylesworth. He picked up a copy of *The Wall Street Journal*, famous

financial and business daily. Prominently displayed was a listing headed "For Business Men Who Listen In." Included in the listing were eight or ten daytime programs that the editor believed would be of particular interest to his readers. It is obvious that many business men must have office radios. Otherwise there would be no point to the listing.

Let Business Education Partake

Mr. Aylesworth expressed the opinion that if business schools would equip their classrooms with radios, and if business teachers would watch the newspaper listings carefully, they would find many programs that would add both interest and information to the daily routine.

"Radio," he said, "can have a definite place in the scheme of business education. It can be made a valuable ally to the teacher. It can be used to stimulate student interest."

He again stressed the point made at the beginning of the interview—the National Broadcasting Company stands ready to assist commercial educators in enabling the radio to function to its maximum possibilities in business education.

Editorial Comment

THE educational possibilities of radio are most intriguing. Orrin E. Dunlap, in *The New York Times* of May 28, discussed the proposal of the National Advisory Council of Radio in Education for the organization of a National Radio Forum to devise, produce, and finance specially built programs for schools and adult education. Levering Tyson, Director of the Council, proposes a National Radio Institute, the aim of which would be "to raise funds for devising and producing under its auspices programs of generally accepted excellence." Mr. Tyson is of the opinion that the most probable sources of financial support of these proposed schools of the air are general contributions and the radio industry itself.

Mr. Aylesworth feels very strongly that it would be presumptuous for the National Broadcasting Company to undertake any scheme for education until it has the full approval of recognized experts in this highly specialized field. "When they are ready," he says, "our facilities will be at their disposal."

Our educational leaders are awake to the immeasurable value of the radio as a teaching device. Joy Elmer Morgan, editor of *The Journal of the National Education Association*, is chairman of the National Committee on Education by Radio. This committee is functioning in a most practical way at this time. C. M. Coon, specialist in education by radio, United States Office of Education, was able to make marked progress so long as Federal funds were available, and it is sincerely hoped that this activity of the Office of Education will receive all necessary financial support. B. H. Darrow has written a book, "Radio, the Assistant Teacher" (see page 150).

So far as we know, very little has been done by business educators to utilize present radio broadcasts to bring commercial teachers and students into closer contact with business or to initiate broadcasts specifically designed for commercial education. The broadcasting companies stand ready to cooperate, and we must take advantage of this opportunity. There are many obstacles and difficult problems to be met, but none of them more puzzling than others that have been satisfactorily solved. Walter Damrosch, in his weekly broadcasts, has pioneered the way.

Business has a core of fundamental principles, customs, and practices, the general understanding and appreciation of which are essential to our economic welfare. What better theme could be found for a nation-wide weekly broadcast to the entire student body of this country?

This is just one of several ways in which radio should be serving commercial education. We have in mind a practical application that has been made the past few years by the New York City Gregg Shorthand Teachers Association. This association has been conducting annual shorthand contests over the air. Thousands of transcripts from teachers, students, and stenographers have been received from nearly every state in the Union. The Department of Secretarial Training of the Oregon State Agricultural College and other institutions have also been utilizing the radio for shorthand broadcasts.

Mr. Aylesworth, representing the broadcasting companies, has made a sincere offer of cooperation. The next step is ours. A number of prominent commercial educators will offer their suggestions in the December issue of this magazine. The more widespread the discussion of this matter, the better. Contributions from our readers will be welcomed.

Nine Out of Ten Say "Yes"

By TEE EFF

To say that "Nine out of ten say 'Yes'" is not to boast. It is merely to state the fact. If you find the statement an undue tax on credulity, smile—then forget it.

If you care to accept it as a challenge, TEE EFF throws it down as just such, and invites you to follow along with him in casual discussion, touching motives of salesmanship and some of the more significant amenities of sales approach and sales intercourse.¹

MAKE no mistake about it—depression or no depression—the world stands ready to spend, eager to buy.

That does not mean that all the world, now, or at any other time, is an indiscriminating open market.

Nor are all things salable, everywhere, all through every calendar year.

Called upon to prove this or other disclaimers urged by caution, however, the field of obvious absurdity must be resorted to before even a scant yield of little better than far-fetched illustration can be found.

It may be that the Frozen North is not urgent in its call for fly netting.

Sleighbells and snowshoes bulk hardly appreciably in the cargoes of equator-bound shipping.

Who would think of vending razors among the religionists of Lancaster County, Pennsylvania, who never shave?

But already I am hoist by my own petard.

Here is absurdity double-compounded.

For, intending to be absurd, I am the more absurd by unintention.

My encyclopaedically informed friend, looking over my shoulder, reminds me that mosquitoes are rife in Alaska, that ropes of bells at many a West Indian fiesta keep time in merry jingle with the clack of castanets, and that desert travelers long ago found snowshoes a help in topping, with unbroken stride, waylaying sands.

"And are not razors," he banters, "often put to lowly uses that requisition them for service as remote from a man's beard as are his feet from his face?"

Leave it to salesmanship to chart the way, and it will be good business to carry coals to Newcastle and ice to the Arctics.

Salesmanship it is that reads most unerringly the signs of the times, that senses most acutely the need of the hour, that copes most adroitly with self-helpless conservatism, that most clearly envisions, and most effectively and most worthily embodies the service ideal.

It is beside the point to remark the fact that all who sell are not salesmen after the manner of the code of true salesmanship.

More important it is to remember that salesmanship, in all its representatives, by and large, rank and file, is of all professions the most resourceful and the least susceptible to fear.

Salesmanship is faith in action.

It is a three-way faith, a coordinated confidence, reaching the higher levels of achievement in no salesman who belittles his market, underrates his wares, or despises himself.

It is not the self-centered salesman who makes the grade, though he blow his horn until the cows come home.

Nor do the higher-up rewards come to the clinging vine whose chief reliance is inseparable from the product or service he represents.

And what a "hang-dog" look the salesman must wear who idly waits for a friendly patronage to pour unsolicited orders into his lap!

¹"Nine Out of Ten Say 'Yes.'" By TEE EFF, Moore & Drummond, New Haven, Connecticut, 1933. \$1.25.

Inflation

By Dr. HAROLD F. CLARK

Professor of Educational Economics, Teachers College, Columbia University

Over a million and a half youth are today receiving their business education in the schools of this country. The future welfare of the country is largely dependent on the soundness of the economic thinking of these young people and their instructors.

Dr. Clark's articles, which started in the September issue of this magazine, deal each month with an outstanding economic situation affecting the welfare of every citizen of this country.

INFLATION is being discussed on every hand. Many are for it, many against it.

Every teacher should understand something of the laws passed by the last Congress that may bring about inflation. We will first discuss some of the actual provisions of the laws, and then present some of the arguments for and against using these provisions.

By one of those strange accidents of political legislation, the leading provisions that may affect inflation were inserted at the end of the Agricultural Adjustment Act. In view of the fact that so many farmers were demanding inflation, this may not seem so strange.

There are eight provisions of the act that may more or less affect the value of the monetary unit. Three of these may be called of major importance, one might become of great importance, and four others are of a definitely minor character. It is most important to notice that each of the four main provisions is voluntary. Certain actions are to be taken if the President or some other body thinks that the emergency makes such actions necessary.

First Major Provision: Purchase of \$3,000,000,000 of Government Obligations

The first of the major provisions that might come under the heading of inflation involves the purchase of obligations of the United States Government. It might seem at first thought as though buying up the bonds or notes of a government would be the opposite of inflation. This particular provision of the act says:

The Federal reserve banks will conduct open-market operations in obligations of the United States Government and purchase Treasury bills



HAROLD F. CLARK

or other obligations of the United States Government in an aggregate sum of \$3,000,000,000 in addition to those they may then hold.

It is well understood in financial circles that the buying of Government obligations by the Federal reserve banks will presumably make credit easier and tend to bring about higher prices.

This, of course, is the mildest sort of inflation. Many bankers even favor this type of inflation. The assumption is that, if the Federal reserve banks buy the Government obligations, the money they pay for them will go to the commercial banks and the commercial banks will try to find uses for this money. This is really a simplified statement

of the open-market operations of the reserve banks. Such operations go on in good times and in bad. They are supposed to provide a certain flexibility in the amount of money and credit available. The major difference between this provision and the ordinary functioning of the Federal reserve banks is that under certain conditions they may be *compelled* to buy up an additional \$3,000,000,000 in Government obligations. Ordinarily, the banks would carry a much smaller sum of Government securities than this.

How Will This \$3,000,000,000 Be Raised?

Someone may well ask the question, Why would any inflation result from buying \$3,000,000,000 of Government securities? As a matter of fact, inflation might not result. But, on the other hand, if the money were obtained in certain ways, inflation might follow. If the Federal reserve banks are allowed to issue Federal reserve notes to a full 100 per cent against all Government obligations, it is easy to see how this might follow. If the banks could print Federal reserve notes and then use those notes to buy Government bonds, the process might have great possibilities if it were unlimited. As long as it is possible to print money and buy bonds with it, there is no automatic limit upon the printing of money. All that is necessary is to issue Government bonds, sell them to the Federal reserve banks, the Federal reserve banks printing the money to pay for them. Therefore, the *method* by which the money is obtained to pay for the bonds will make an enormous difference.

If, on the other hands, the Government should raise the money by taxes, turn it over to the Federal reserve banks, and direct them to buy \$3,000,000,000 in Government securities, there would be no chance of inflation. In fact, there would probably be little point in issuing the \$3,000,000,000 in Government bonds to obtain money if the Government is going to collect the \$3,000,000,000 and retire other bonds. There would be little gain or loss in this process. Here, then, we have one great power that many people believe may lead to some inflation. We have a law that, under certain conditions, would give the President power to compel the Federal reserve banks to buy an additional \$3,000,000,000 in Government securities.

Second Major Provision: Issuance of Another \$3,000,000,000 of Paper Money

While there might be some considerable difference in opinion as to whether the provision compelling the Federal reserve banks to buy Government bonds would lead to any serious inflation, practically everyone agrees that the next provision of the act will be almost certain to lead to inflation, regardless of the definition or meaning one attaches to that term—and seemingly no two people mean the same by it. Many people who are quite calm when discussing the preceding section of the law will become very excited when the next section is mentioned. Among older people it often arouses all the passions of almost forgotten monetary battles, and among younger groups violent differences of opinion arise.

This famous section provides that under certain conditions, and if the emergency justifies it, the President may direct the Secretary of the Treasury "to issue United States notes in the same size and of similar color to the Federal reserve notes in denominations of \$1 to \$10,000." There are two limiting obligations: The notes issued under this section shall be used only for the purpose of meeting maturing Federal obligations to repay sums borrowed by the United States; such notes shall not exceed \$3,000,000,000 at any one time. All this is a clumsy and indirect way of saying that the law makes it possible to print \$3,000,000,000 of paper money.

Few things cause a worse shudder to go through many parts of the financial community than the suggestion that money be printed. All the disaster resulting from the German and Russian experiences after the World War is recalled. We are warned of the greenbacks of Civil War days, of the Continental money of Revolutionary days. Many people think even to provide for printing money marks the end of the world. On the other hand, many other able people think the step is wise and necessary for the economic welfare of this country. We shall see later some of the reasons for this difference of opinion.

Of course, the greatest fear of those who object to this section of the act is that it will be only a beginning. They say, if we print \$3,000,000,000, what is to keep us from printing \$6,000,000,000 or \$60,000,000,000? They claim that the history of nations shows

that once a nation starts to print money, it becomes increasingly necessary to print more. They insist there is no final stopping point short of complete repudiation.

Others point to the carefully guarded provision that the Secretary of the Treasury is required to appropriate out of any money in the Treasury an amount sufficient to enable the Treasury to retire and cancel 4 per cent annually of such outstanding notes. This means, of course, that taxes would have to be levied to obtain the money to retire 4 per cent of these notes each year.

These people further claim that the printing of this money now would tend to raise prices and would provide the Government with money without interest until the notes were retired. They argue that it is much better to print the notes now and retire them later rather than to increase taxation at this time, the argument being that taxation would have no efficiency in lifting prices, whereas the printing of money would. There can be little doubt that, if sufficient money were printed there would be a rise in prices, at least in terms of paper money. Whether the total effect would be good or bad is beyond the scope of this simple discussion. But this provision of the act should be thoroughly understood by everyone dealing with the commercial and industrial life of the country.

Third Major Provision: President May Fix Weight of Gold and Silver Dollar

If the foregoing provision regarding the printing of money seems unwise to many people, the next section of the act seems positively revolutionary. By this section the President is given the power by proclamation to fix the weight of the gold dollar and also to fix the weight of the silver dollar at a definite fixed ratio in relation to the gold dollar.

One limitation provides that the gold dollar cannot be reduced from its present weight by more than 50 per cent. And when the President is given the power to change the weight of the gold dollar, many people say the revolution is here—we do not have to wait for it. There are many others who casually maintain that such a gold reduction is necessary in order to bring prices back to their former level. They argue that debts were incurred when prices were much higher, and now it is impossible to pay the debts in dollars that

are worth so much more. They further argue against the moral and financial injustice of this so-called gold dollar that remains the same in weight but increases in value so greatly.

People Demand an Honest Dollar

The President of the United States has committed himself to a policy of maintaining sound money. He has also committed himself to a policy of attempting to raise prices in general back to about the 1926 level. Many people feel that this policy protects and provides an honest dollar. The farming communities all over the United States have been clamoring for this honest dollar. They maintain that a dollar that increased in value, as compared with commodities, 50 per cent between 1929 and 1933, is no honest dollar. They maintain it is not honest to require debts incurred when wheat was a dollar a bushel to be paid with wheat worth 50 cents a bushel. It is in this demand of the agricultural communities in particular for what they call the honest dollar that we find the explanation of this remarkable legislation.

It is quite true there are many advanced economists who would defend a policy of inflation on economic grounds. There are other well-informed people scattered all through the commercial, business, and professional life of the country who would insist that almost any steps toward a planned and controlled money are desirable. But by and large, the legislative pressure that brought about the enactment of these provisions arose from the agricultural districts. By and large, the great banks and their advisers tend to be opposed to all these measures on principle, and to many or most of them in actual practice. They admit the desirability of a rise in prices, but maintain it should come about by what they call "natural causes." They further argue that any attempts to interfere will only make the situation worse.

It is important to remember that all this legislation is permissive. The President or someone else is to carry out the provisions if the emergency makes it necessary.

Minor Provisions Affecting Inflation

A large number of minor provisions of the Agricultural Adjustment Act might also tend to increase the amount of money in circu-

lation or might tend to bring about what some people would call inflation. These people hold that a large issue of Government bonds would tend to have inflationary effects. Several items involve the loans of sums up to \$200,000,000 for various purposes.

The Reconstruction Finance Corporation is directed to make available to the Farm Loan Commissioner out of the funds of the Corporation the sum of \$100,000,000 for making loans to the joint stock land banks. . . .

The Reconstruction Finance Corporation is authorized to make available to the Farm Loan Commissioner \$200,000,000 to farmers. . . .

The Reconstruction Finance Corporation is authorized to make loans not exceeding \$50,000,000 to drainage districts and similar districts.

These items are small within themselves, but added to many others may carry certain inflationary possibilities. Congress passed many other laws providing for the increase of loans to various bodies. Most of these may have certain inflationary effects.

No Agreement on Causes of Rise in Prices

Even after prices rise, it will probably never be possible to tell whether the rises were caused by so-called natural influences or brought about by human intervention. Prices of many commodities have advanced 10, 15, or 20 per cent in the last few months. Some specific items have almost doubled in value. There is not now, and probably never will be, any agreement as to how much of this increase has been brought about by the prospect of these inflationary measures or by some of the measures themselves. It is well to remember that of the three really important provisions that might be expected to bring about considerable inflation, two have not been tried at all and one has been used only to a slight extent; that is, the Federal reserve banks have increased their holdings of Government bonds by several hundred million dollars. The increase is still far short of the \$3,000,000,000 that can be required.

Federal Reserve Balances May Be Decreased or Increased

At the end of the Agricultural Act there is one further provision that might have a very considerable effect in bringing about inflation:

The Federal Reserve Board may declare that an emergency exists, and during such emergency increase or decrease the reserve balances required to be maintained against either demand or time deposits.

If the Federal Reserve Board required that large reserves be maintained against deposits, this, of course, would mean that most of the money would have to stay in the banks. If, on the other hand, the Board lowered the reserves required, this would mean that more money could be lent and presumably increased loans would cause an increase of business activity and also a rise in prices.

Many Insist That Spending Must Be Speeded Up

Many people maintain that all these provisions to bring about inflation are faulty in that they do not affect, necessarily, the velocity of money in circulation. These people argue that the difficulty is not in the shortage of money, but that money is not being used with sufficient rapidity. They argue that when industry begins to expand, new plants begin to be built, and consumers begin to spend, prices will rise, and that until such time the mere issuing of more money will have little or no effect in improving the economic situation.

Business Teachers Should Keep Constantly Posted on This Subject

There is much discussion of inflation. Many series of articles can be found in newspapers and magazines. The economics books will discuss it at greater or less length. It has not been possible here to weigh at all carefully the claims for and against inflation in general or any particular kind of inflation. We have simply pointed out some of the measures that were passed by the last Congress that may bring about what many people call inflation.

The ultimate effect of some of these provisions on our economic and industrial structure may be of great importance. Every teacher dealing with students who will go out into our commercial and industrial life owes it to himself to become informed regarding the recent legislation on this most important subject.

The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

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Chapter I (Continued)

SHORTHAND TWENTY CENTURIES AGO

7

JULIUS CÆSAR was a writer of shorthand; the poet, Ovid, in speaking of this, records, "By these marks secrets were borne by land and sea." As evidence of the dynamic energy of Julius Cæsar, historians frequently mention that in composing his famous Commentaries he dictated to six stenographers at one time. Doubtless the method employed was that used in reporting the Roman Senate; that is, all the stenographers took down what they could, and afterwards the transcripts were pieced together to make a complete report.

Augustus Octavianus (63 B.C.-14 A.D.), the first and the greatest of the twelve Cæsars, was an accomplished writer of shorthand, and the high esteem in which he held the art is indicated by the fact that he taught it to his grandchildren. During his reign he appointed three classes of stenographers to the imperial government, namely, *tribunii et notarii, principes; tribunii et notarii, pratoriani*; and *domestici et notarii*, as well as those appointed to digest and register the public acts, who were called *actuarii*.

Among the achievements of Augustus were his victories over Brutus and Cassius, and, later, over Antony and Cleopatra. It has been said of Augustus that he was in the public service for the longest period of any statesman of ancient or modern times, but the most striking tribute paid to his genius is contained in the epigrammatic statement that "Augustus found Rome built of brick, and left it built of marble."

Throughout his long life the citizens of Rome delighted to do him honor. They conferred upon him the title Augustus (meaning "sacred" or "consecrated") and, when they had exhausted all other tributes, the Senate by formal decree changed the name of one of the months, Sextilis, to August—several of the most fortunate events in his life having occurred in that month—so that his name might be perpetuated forever. This incident, by the way, furnishes one of the most amusing examples of human vanity, in



JULIUS CÆSAR

the case of a really great man, that is to be found in history. Augustus was jealous of the renown of Julius Cæsar, whose great-nephew and heir he was, and of the loving regard with which Julius was remembered by the Roman people. When the Senate notified the great Emperor of the honor conferred upon him, he displayed annoyance. It appeared that his disappointment was due to the fact that the month they had named for him contained, at that time, one day less than July, which had been named after Julius Cæsar, whose birth month it was. Much perturbed, the Senate hurriedly held another session, and ingeniously solved the problem by taking one day from February and adding it to August.

Titus Flavius Sabinus Vespasianus (40-81 A.D.), the eleventh of the twelve Cæsars, was probably the most expert writer of all the Roman emperors. Suetonius (Caius Suetonius Tranquillus, about 100 A.D.) records that Titus "was capable of writing shorthand with the greatest rapidity and that he often competed with the scribes for his own amusement," from which it appears that even shorthand speed contests date back to the first century of the Christian Era! Unfortunately, Suetonius omitted to mention the results of the competitions in which Titus took part. It is reasonable to assume that the professional scribes were discreet enough to allow the emperor to win, otherwise they might have found themselves facing a lion in the arena of the Colosseum, which was first opened by Titus. Titus, the son of the Emperor Vespasian, was educated in the Imperial Court, and was highly accomplished. He was proficient in music, in all gymnastic and military sports, could write shorthand rapidly, and could imitate other people's writing so skillfully that he was wont to say that he might have been a successful forger. That he held the art of shorthand writing in high esteem is shown by the fact that he taught it to his stepson.

There is a passage in the writings of Suetonius, in which he expresses surprise that the Emperor Caligula (12-41 A.D.) had not acquired a knowledge of shorthand, an art in which many of his illustrious predecessors had been proficient.

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In his interesting and scholarly monograph, "Pliny, the Eruption of Vesuvius, and Shorthand," Mr. Norman P. Heffley pays this tribute to the esteem in which the art was held in the first centuries of the Christian Era:

When we reflect that the Plinys, the emperors Cæsar and Augustus, Cicero, and others, all men of preeminent merit and signal ability, constantly used shorthand personally, or utilized stenographers, is not the preponderance of evidence in favor of the assertion that stenography had obtained a wide following and was practiced to as great an extent as in modern times? The study was introduced into the schools and regulated by government edicts, and stenographers were officially recognized and employed in the legislative and executive branches of the government, in judicial proceedings, by the ecclesiastical dignitaries, and by the great men of letters. Thus did shorthand, in manifold ways, serve the intensely practical people of the largest empire of antiquity, as it does all the progressive nations of today.

Chapter II

SHORTHAND AND THE EARLY CHRISTIAN CHURCH

I

WITH the rise of the early Christian Church, and the demand for an exact record of the utterances of the religious leaders of the day, the teaching and practice of the Tironian *nota* received a new impetus.

Many of the trials of the early Christians were reported by shorthand writers who were employed by the Church for that purpose. The declarations of constancy to the new faith, the interrogations and answers interchanged between the accused and their pagan judges at their trials and during the tortures to which many of them were subjected, were collected and preserved in the archives of the church. Some of these were read at the anniversaries of the martyrs' deaths, in order to "recall the lives, sufferings, and deaths of these heroic men and women," and to inspire others to steadfast adherence to the doctrines of Christianity.

The Bishop of Oxford (Dr. Gore), in the course of some lectures at Westminster Abbey, suggested that St. Luke, when writing the Acts of the Apostles, must have had notes, "most likely shorthand notes," of the speech of St. Stephen before his martyrdom.

Some writers have expressed the belief that the Sermon on the Mount was reported in shorthand by St. Luke. They base this assumption on the fact that shorthand was then a very fashionable and highly prized art, and that it is reasonable to suppose that St. Luke mastered it. Whether this is true or not—and it is not susceptible of proof—there is little doubt that St. Paul dictated to his stenographers, Tychicus and Onesimus, his Epistles to the Colossians.

Nearly all the great Popes and divines of the early church either wrote shorthand or employed shorthand writers. Pope Clement I, in 96 A.D., divided Rome into seven districts and appointed an official shorthand writer for each; hence official reporting dates back to the second century.

St. Cyprian (200-258 A.D.), the famous Bishop of Carthage, devoted much of his time to the elaboration of several thousand abbreviations to supplement the Tironian notes. These abbreviations were devoted, for the main part, to scriptural expressions, proper names, and to current phrases peculiar to the early Christians, thereby rendering the work "much more useful to the faithful," as he expressed it.

Origen (185-254 A.D.), the most distinguished and influential of all the theologians of his time, with the possible exception of St. Augustine, had seven stenographers who relieved each other alternately in writing from his dictation; and he had the same number of clerks to make fair copies and girls skilled in calligraphy. Writing to a friend on one occasion, he lamented the fact that "the absence of my shorthand writers prevents me from dictating my meditations." The work performed by the great theologian with the aid of his corps of stenographers was simply stupendous—one of his works comprising thirty-two volumes. He was credited with having written many hun-

dreds of volumes. What wonder that St. Jerome should have said of him, "Which of us can read all that he has written?" The stenographers were paid by Ambrosius, a man who, through the influence of Origen, had been brought back to the Christian faith, and who in return devoted much of his wealth to facilitate the labors of the holy scholar, whom he considered the greatest of living teachers.

Origen did not, however, permit his addresses to be reported until after he was sixty years of age. The famous historian of the Church, Eusebius of Cæsarea, in referring to the extempore nature of the addresses of Origen, said, "Origen, when he had passed his sixtieth year, and had acquired great skill in speaking, permitted the quick-writers to report his speeches, a practice which he had not previously allowed." By "proclaiming the reconciliation of science with the Christian faith, of the highest culture with the gospel, Origen did more than any other man to win the Old World to the Christian religion."*

Pope Gregory, the Great (Pope from 590 to 604 A.D.), in the dedication of his famous Homilies, mentions that he had revised them from the stenographic reports, and he mentions in his writings that he frequently availed himself of the services of shorthand writers.

St. Jerome (340-420 A.D.) had ten stenographers, four of whom took down his dictation, while six were transcribers who wrote out what the others had taken from dictation. This indicates that shorthand had reached a commendable degree of accuracy in those early days. St. Jerome in his 36th letter, addressed "To the mother and the daughter," says:

It is in haste and in a short time that I have dictated these pages. My detractors will see that I, too, can speak without preparation. This is dictated without preparation and with so much speed, in the light of a poor lamp, that my tongue outstrips the writers' hands, and the volubility of my language prevents them from writing down their signs and abbreviations. (*Et signa ac furta verborum volubilitas sermonum abrueret.*) I say this in order that those who do not respect my mind may at least take into consideration the short time I have had to compose this work.

The sermons of the great St. John Chrysostom (374-407 A.D.), "father of the Greek Church," were reported in shorthand. Chrysostomus means "golden-mouthed," and "he was so named for the splendor of his eloquence."

St. Genesius was a secretary in the service of the city of Arles. In 308 A.D. the Emperor Maximianus issued an edict against the Christians, and the cities coming under Roman dominion were obliged to record all edicts of the ruler. St. Genesius refused to transcribe the Emperor's edict against his own people, and in consequence suffered martyrdom. As recently as 1912, eleven hundred stenographers of various nationalities sent a petition to Pope Pius X, asking that St. Genesius be declared the patron saint of shorthand writers. On account of the illness of the Pope, the consideration of the petition was deferred indefinitely.

*Encyclopedia Britannica.

(To be continued next month)

An Integrated Course in Bookkeeping

By A. O. COLVIN

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The old familiar bookkeeping course is under fire. Changes in content and objectives are predicted. The introduction in a large number of schools of a general course in business fundamentals required of all ninth-grade students is but one of several factors that are bringing about a reorganization of this subject. Professor Colvin suggests that the reorganization result in an integrated course, which he explains in this article. The subject will be discussed further in subsequent issues of this magazine.

THE purpose of this article is to propose a new kind of bookkeeping course for the high school. The bookkeeping course in the high school has not changed enough during the past ten years to keep pace with changing conditions in business, industry, technology, education, and social life.

The high school graduate can no longer find employment in business and industry as a general bookkeeper. He must accept a position, if he finds one at all, as a clerical bookkeeper, such as a ledger clerk, a billing clerk, or an entry clerk, where routine entries are made in one of the books of original entry. Technology has produced an array of posting machines, computing and adding machines, check protectors, typewriters, billing machines, filing equipment, and other office appliances with which the bookkeeper must be familiar.

Present Tendency

The tendency in education is undoubtedly toward integrated curricula and content material, and the breaking down of programs containing a large number of small units of specialized subject-matter courses. Teaching methods in the business subjects are tending to change from the old "recitation" type to an attempt on the part of the teacher to create a learning situation for the pupil that will be less formal and more like actual working conditions in the business office or store. School administrators and teachers feel the need for a curriculum that will give some practical training in social economics and business principles to all pupils in school. This need for a practical course in

economics has been felt for a long time, but it has been greatly intensified by our present social-economic chaos.

Confused Objectives

Another criticism that may be directed at the present bookkeeping course in the high school is the confusion in the objectives that exists. Tonne¹ found the following objectives commonly stated in the prefaces of bookkeeping textbooks: (1) to study bookkeeping records and reports as an aid to the better management of business enterprise; (2) to give students the ability to secure positions as bookkeepers; and (3) to give the knowledge of how to interpret and analyze business papers and records as users of business services.

Any attempt on the part of a teacher to accomplish all the above objectives in a single course in bookkeeping cannot help but result in failure. It would be much better for the school to select one of the three objectives and concentrate all effort on its achievement, or to offer different courses, each based on a single objective.

The integrated course in bookkeeping outlined below is based on the following assumptions: (1) that objective No. 1 above should be incidental; (2) that "to give students the ability to secure positions as bookkeepers" should be the primary aim of the bookkeeping course; and (3) that "to give the knowledge of how to interpret and analyze business papers and records as users of business services" should be the objective of another

¹ Herbert A. Tonne, and M. Henriette Tonne, "Social-Business Education in the Secondary Schools," New York, New York University Press, 1932, p. 23.

course under the title of "general business training," "social economics," "practical economics and business practice," or some similar designation. The course in general business training should be a required course of all pupils in high school regardless of fields of specialization or plans for higher education, and it should complement the integrated bookkeeping course.

The Integrated Course

The organization and selection of the content material for the bookkeeping course should be based primarily on the duties and activities of bookkeepers in beginning positions. While some attention should be given to intermediate jobs, and possibly a little to some of the terminal positions in accounting, the emphasis should be on the work of the beginner. The duties and traits of clerical bookkeepers should be analyzed and the findings should be used as a basis for the formulation of criteria for the selection of content material for the bookkeeping course.

If it is found that clerical bookkeepers use posting machines, typewriters, adding machines, calculators, billing machines, filing equipment, and numerous other machines and office appliances, pupils should be given an opportunity to become familiar with such equipment in the bookkeeping course. If beginning bookkeepers make use of certain skills in arithmetic, English, spelling, and writing, these skills should be given some attention in the bookkeeping course through further instruction or testing to make sure that they have been acquired. If the pupil needs a knowledge of business law, business organization and management, or any other particular branch of knowledge that is not sufficiently provided for in the other school subjects, it should be included in the bookkeeping course.

All the skills and knowledges needed by the beginning bookkeeper should be carefully integrated in one course except those that have already been acquired or that are provided for in other courses. The material should be so organized that it will not be broken up into small teaching units but should rather be in the nature of continuous divisions running parallel throughout the course. For example, the posting machine should not be taught as one unit in the course, but whenever the need for its use would make it convenient to study and practice its operation.

The material and equipment should be so planned that it would be possible to organize the bookkeeping class so that it would resemble a large office with a general bookkeeper, groups of entry clerks working on the sales journals, the purchase journals, the cash books, statements, posting in subsidiary ledgers, and other specialized jobs. The material should be sufficiently elastic to provide for large or small classes.

Summary and Conclusions

The bookkeeping course in the high school should be offered as a highly specialized vocational training course for beginning bookkeepers. The objectives should be formulated in terms of immediate rather than deferred values for the most part. The bookkeeping course should be so integrated that the necessary skills and knowledges for beginning bookkeepers will be taught whenever there is a need for their use in working out the course. The course in bookkeeping should be one continuous unit of study and offered in the last two years of high school. The pupil should be required to take four other closely integrated courses at the same time as follows: (1) art appreciation and expression; (2) social science; (3) social economics (general business training); and (4) physical and health education.

The B. E. W. Platform

1. A minimum business education for everyone, including short courses in the skill subjects for personal use.
2. Specific application of the general objectives of business education in terms of authoritative instructional materials.
3. A better understanding of present-day economic problems and their effect on business education.
4. Scientifically prepared courses of study.
5. More practical standards of achievement in skill subjects.
6. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the training and certification of teachers.



Visual Instructions for Beginning Typists

By ELEANOR SKIMIN AND ETHEL H. WOOD

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At last year's annual meeting of the Eastern Commercial Teachers Association, Miss Skimin, speaking on the subject of "Motivating the Writing of Shorthand Through the Use of Motion Pictures," showed a film that she had prepared for use with beginning shorthand classes.

This summer at the Washington State College, she and Mrs. Ethel H. Wood produced a motion picture film, illustrating correct methods of teaching beginners how to type. The first showing of this film occurred at a dinner given by Dr. Gordon F. Cadisch, director of the school of business administration, Washington State College, to Miss Skimin and L. Gilbert Dake, visiting instructors in commercial education subjects at the State College summer session. In this article, Miss Skimin and Mrs. Wood describe the film and explain its purpose.

THE psychological principle that a skill should be learned as nearly as possible from the beginning in the way in which it is to be used afterwards is axiomatic. Equally true is it that beginning typists prefer to do things the right way if only they can be sure which is the right way.

One of the big problems in effective instruction in typewriting is to put before the beginner correct methods of machine operation. Pupils learn most readily through concrete demonstration. Too much lecturing, too much explaining on the part of the instructor, frequently results in a confusion of thought extremely detrimental to progress. Incorrect writing habits result very often from incorrect mental pictures of what is required. Essentials in typewriting should be demonstrated in full view of the students, so that their attention may be concentrated on the point to be emphasized.

Sixty-five Per Cent of Knowledge Absorbed Through Sight

Dr. Milton Metfessel, Department of Psychology, University of Southern California, conducted a scientific test to determine by actual measurement which of our sensory organs contributes most to the process of learning.¹ The following paragraph summarizes his findings:

Actual tests, and not mere hearsay, reveal the dominance of the eye over the ear to the students. They find that sound is localized

mostly by the eye rather than the ear, and that the majority of normal individuals assimilate knowledge through the visionary organs. According to Dr. Metfessel, experiments in his laboratory show that 65 per cent of knowledge is absorbed through sight; 25 per cent through hearing; and the remaining 10 per cent through touch, taste, and smell.

Slow-Motion Pictures Aid Typewriting Teachers

It is generally conceded that motion pictures are the best form of visual instruction where action is to be portrayed. Pictures of games and sports, projected in slow motion, supplement the work of health educators in teaching correct posture, form, and technique. So in typewriting, slow-motion pictures contribute to a better understanding of the necessary procedures. Good form in typewriting can be determined by an analysis of the performance of the expert typist. For its attainment, the method of instruction must be as direct as possible, and must prevent the formation of such habits during the earlier stages of learning as are incompatible with expert performance.

A well-worked-out motion picture can demonstrate fully and clearly all the points involved in the development of correct stroking technique, together with the mechanical operation of the typewriter itself.

Let us consider the case of the beginner taught by the traditional method. He first sees the letter in his copy; second, locates in his mind the position of the key; third, ener-

¹ Editorial in *Visual Review*, 1932, page 47.

gizes a finger to strike the key; and, fourth, releases the impulse that results in motion. His interpretation of all this may introduce an error into the process—the key may not be properly located, the energizing of the finger may be wrong.

By the use of the motion picture, this process is greatly simplified. Most students have an enormous capacity for observing and imitating what they see. This being true, the beginner who sees on the screen correct typing operations transfers easily what he has seen to the *feeling* of the proper finger movement; this stimulus, in turn, energizes the proper finger, and prepares for the correct finger stroke. After a few trials he is able to do what he has seen demonstrated in the picture. The time and effort thus saved and the lessened probability of incorrect habit formation are very much worth while, from the standpoint of both the teacher and the learner.

A New Film for Teaching Typewriting

The film, "Teaching Beginners *How to Typewrite*," which has recently been made at the State College of Washington, gives a definite picture of all the details of machine operation and correct technique. It begins with the typing of a letter by a secretary, and proceeds to portray the minute details of machine operation and to make a careful analysis of correct typewriting performance. Throughout the film the emphasis has been placed on ease, smoothness, and fluency of writing. Three distinct ideas are presented. The first part of the picture shows the secretary from the time she inserts the paper, adjusts margin stops, tabulator, and paper fingers, and writes the letter, until the finished letter is removed from the machine and is shown artistically placed on the page.

Then follows a scene showing how *not* to do the work, how time and effort are wasted by unskilled typewriting. Clumsiness and lost motion attendant upon poor posture, machine manipulation, and writing are clearly portrayed.

In sharp contrast to this method, the third scene in this division shows a beginner, correctly trained, writing easily and smoothly, at a stroking rate of 150 strokes a minute after six weeks of instruction. The student who appears in this scene was chosen from a summer session class in beginning typewriting.

Exercises in the manipulation of the machine are vital issues in the teaching of typewriting. The expert uses a stroke that is quick and firm. Definite, unhesitating movements are necessary in locating basic position by feel, in correct shift-key operation, and in efficiency in carriage return.

Machine Operations Visualized

Control of the performance of these machine parts can be more easily automatized by visual imagery. The second part of "Teaching Beginners *How to Typewrite*" presents a careful study of these various machine operations. Correct shifting for capitals on both the left and the right divisions of the keyboard is shown; the finding of the basic position is pictured from above the machine as well as from the side. First-, second-, third-, and fourth-finger exercises show stroking technique so clearly as to make it an easy process for the beginning student to interpret these movements in terms of his own experiences in typewriting. The slow motion reveals the fallacy of the home-row-position myth and also shows how, in normal writing, words are not written stroke by stroke, but, with the exception of very unfamiliar material, the entire word is anticipated from its beginning.

Good form in typewriting, with respect to regularity of writing, smoothness, and ease of stroking, consists of maintaining proper relative rhythms; conversely, poor form consists of failing to develop the habit of fluent writing. The final division of the State College of Washington film shows the result of correct practices and the ease of action characteristic of skilled writing. A series of pictures shows writing technique at speed rhythms of 20, 30, 40, 60, 80, and 100 words a minute. The eye of even the most inexperienced beginner can readily see the difference in stroking intensity as well as the smoothness with which it can be accomplished.

Teaching techniques are slow to change. Traditional methods of teaching typewriting have not as yet taken into full account the pertinent results of visual instruction in teaching skill subjects. Learning with a view to mastery requires interest, observation, experimentation on the part of the learner.

Effective instruction requires that teachers have and use such materials and devices as will clarify and clinch the point involved,

or as will develop the action desired. One problem of the typewriting teacher is to stimulate the development of the experience of correct stroking technique, of definite kinaesthetic images of finger movements. This can be done, of course, with a fair degree of success by teacher demonstration, but when such demonstration is supplemented with de-

sired techniques clearly shown on the moving-picture screen, the visual image of such action is made plain, and the experience of the *feel* of typewriting takes definite form. It is this early feeling of experience in typewriting that measures the difference between vitalized teaching and the ordinary procedure of classroom work.

Business School Brevities

A number of private school educators have been invited to discuss informally and briefly in the columns of this magazine some phases of business education in which they are especially interested. We are publishing in this issue the first installment of these brevities. Additional contributions will appear in subsequent issues.

"Business School Brevities" will keep our readers in touch with what many of their associates are thinking and doing on behalf of the betterment of business education. The Editor will be glad to receive brief contributions suitable for publication in this department from anyone actively engaged in private business school teaching or administration.

Private School Business Education

By WALTER RASMUSSEN

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THE private schools have won recognition and patronage not only for the intensive and practical training they have given, but also for the valuable service that they have rendered business education as experimental laboratories. As these institutions have operated in close contact with the business world, they have occupied an advantageous position in connection with the study and development of new methods and theories. They may not always have acted wisely, but it is still a fact that practically all the things taught in business courses were first tested and adopted by the private schools. As a guide for future activity, one or two observations may be of value.

It has been very interesting to study the changes that have taken place since the writer taught the first Gregg Shorthand class in the West about thirty-seven years ago. With the new century, methods in teaching accounting and office management were improved, office machines were introduced, touch typewriting was in the experimental stage, and the Gregg method came as a decided and radical departure from the old, conservative systems in shorthand. These and other important changes in business

training were carefully and critically tried out in the private commercial schools.

The discussions between advocates of the old and of the new created interest amongst teachers, who thereby became better informed and proficient in the subjects taught. No time was given to the fine points in theory, pedagogy, psychology, intelligence tests, and what not, about which we have heard so much during recent years. Basic facts and practical results were the deciding factor. For example, the shorthand teacher who expected to hold his ground had to be well informed on the merits and demerits of the leading systems and had to be an accomplished writer as well as a proficient instructor. The result was that many expert shorthand writers were produced during that period. It makes one wonder if of late we have not given too much attention to hairsplitting, theoretical questions and neglected the more essential things, thereby complicating rather than simplifying effective teaching.

Someone has aptly said that the poorest treatment of the silliest problems ever invented can be made dignified and impressive, if only made sufficiently complicated and unintelligible. If, as commercial teachers, we have been guilty of this tendency, let us get back to fundamentals and concern ourselves more with producing practical results. The private schools must continue to eliminate frills and flourishes and emphasize the essential, the useful, the practical. By doing this, and this only, the private schools will continue to prosper and deserve public confidence and patronage.

Early Transcription Procedures

By CECELIA BURTON WINDER

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IN the past, much emphasis has been placed on speed in shorthand and speed in typewriting and very little emphasis on speed in transcription, which is the ultimate objective of both shorthand and typewriting.

To carry out the philosophy of "learning by doing," it is our conviction that transcription as a constructive process should and can be started very early and be correlated with the learning processes of both shorthand and typewriting.

By the time the student is thoroughly familiar with the keyboard of the typewriter, he is able to begin this third and important process, namely, transcription.

To make this learning process successful, and in order that correct transcription habits may be formed, it will be necessary for the teacher to direct the student step by step. The following is suggested as a method of procedure:

1. Give each student a letter-placement guide (this may be a typewritten or a mimeographed sheet).
2. Have students transcribe letters from "Gregg Speed Studies." At the end of each letter in "Speed Studies" is given the number of words in the letter.
3. Direct students to decide from the placement guide the set-up suitable for the letter under discussion. Direct them to set margins and spacing (single or double). In order not to introduce too many difficulties at one time, it is advisable to follow the same form for at least one week.
4. After deciding upon placement and form, have students read the letter several times and discuss punctuation and capitalization. Emphasize that after the first reading and before he begins to type, he must read each sentence through again in order to get the thought involved.
5. When the letter is finished, and before taking it from the machine, direct the student to proof read his product to detect errors in spelling.
6. Instruct students to sign their letters if they feel that they are mailable. In this way the teacher will be able to guide the student as to what constitutes a mailable letter and thus direct his judgment.
7. In order that the student may be able to determine how much space his own notes will occupy in his notebook, time should be allowed for dictation of the letter. This space will vary in almost every case.

As the student's judgment develops, he can be taken away from platè notes and the letters can be dictated. In this way he will be transcribing from his own notes altogether.

Should the student have had a previous knowledge of typewriting, he can begin transcribing as early as the second chapter in his shorthand work, thus building up at an early stage the difficult process of letter construction.

To conclude, it is important to emphasize that these steps be carried out in an orderly way so that the habits may become fixed.

By the time the student has finished the shorthand manual, he will be trained in correct habits of transcription procedure and he will possess a fair transcription speed.

Specialization

By G. I. NIPPRESS

Manager, The Business Institute,
Saginaw, Michigan

THE success of any producer of goods or services is measured by the quality or grade of the finished product. Original and intermediate methods or processes are important in themselves only as they influence the quality of the finished goods.

The difficult problem faced by the private business school in training stenographers and secretaries is presented, not in the teaching of principles, but in the difficult process of securing accurate transcripts, the finished product of stenographic work, even from perfect shorthand notes.

My personal experience indicates that this problem exists, principally at least, because of the deficiency in general training and educational development prior to the student's assault on the highly technical subjects in the curriculum of the private business school.

Other things being equal, the college-trained young man or young woman will make the most successful of business-course students and business workers. I believe it is also true that the average college-preparatory-course graduate from high school makes much better raw material for the business school than the high school graduate who has narrowed his training by too much specialization in the various technical lines, including business, during the years when the principal effort should be toward laying a good general foundation.

And with my firm belief that high school is too early for excessive concentration on business subjects goes the conviction that junior high school training in these subjects is still more inconsistent with the present-day requirements of business.

The modern business executive demands an accurate transcript. He demands a secretary who can formulate his own letters to a large extent. Since one of the most common short-

comings of the average stenographic student is lack of vocabulary, my brief is for the secondary school's avoidance of too much emphasis on such highly technical courses in favor of general academic training, and especially mastery of the few fundamentals.

I hasten to add, however, that I am heartily in accord with the quite popular belief that a good course in general business training should be *required* of *all* high school students, along with the required courses in English, mathematics, etc. And I also favor the offering of the more technical courses in bookkeeping, shorthand, typewriting, and others, only in so far as they may add to the general educational equipment of the individual for his personal use.

The Private Business School Aggressively Carries On

By HARRY L. JACOBS

President, Bryant-Stratton College of Business Administration, Providence

THIS question is asked frequently, What future place will the private business school hold in the educational field?

Looking backward, we see that the private business school rooted itself deeply, not by imitating established schools, but by pioneering into an entirely new field—practical education that prepared young men for the simple duties of the business offices of that earlier day.

Time passed, and the early experiments in business education of the private school became the accepted practices of the public high schools and universities. Today, business education is no longer the stepchild in the educational field—no longer the necessary tool of the pupil with a financial problem—no longer the second choice or last resort of the pupil who could not make the grade in other courses. It holds a firm place in the curricula of high schools and colleges.

The future hope of the private school rests on its flexibility to explore, to test, and to adopt quickly the new business demands of a new day. This implies an aggressive management, a versatile, intelligent faculty, ample modern facilities, and an *esprit de corps* that remains undaunted in the face of changing conditions.

The private business school organized on this basis is not a competitor of the public high schools—whose graduates seek its advanced training. Its more intensive two-year courses compare favorably, both in content and in direction, with those offered in colleges and universities that hold to a four-year plan. The four-year plan is dictated by custom. The two-year plan is keyed to modern business practice, meets the approval of business employers and

the acceptance of students seeking training for preferred positions. Successful business itself is not a leisurely process. It should save time and money and produce results. The private business school doing this will continue to live.

The Essentials

By E. L. LAYFIELD

President, King's Business College,
Raleigh, North Carolina

"TEACH your boys the things they will practice when they become men" was a favorite saying of H. G. Eastman, founder of the well-known Eastman School. Mr. Eastman was one of the pioneer commercial school men of America. Had he lived and operated in the twentieth century, I am sure he would have included girls in this admonition to parents.

It has been a long time since Eastman taught the youth of the land. Many wonderful changes have since come into the field of commercial training. The live, progressive schools have tried to keep step with the best methods used in modern business offices.

I am a firm advocate of business education—the more the better for the average boy or girl who faces an unknown future. If the student's time and means will permit a two- or a four-year course, it is well to give him many auxiliary branches and some of the "frills" in connection with his major commercial subjects. But if the candidate's time for a business course is limited to a year or less, as is the case of most business-college students, it is highly important that that student be given the essentials—bookkeeping, shorthand, typewriting, arithmetic, penmanship, punctuation, spelling, and English.

In my opinion, it is the duty of school executives and of commercial teachers not only to offer the above courses, but to see that their students take them and master them. If this is done, the student can easily take care of himself in any subsequent position. Of course, besides technical knowledge and skill, a young person must possess other qualities in order to succeed in business. I take it for granted, however, that in a school offering those foundational business subjects, a student will necessarily be taught during his course those valuable lessons of neatness, accuracy, punctuality, initiative, resourcefulness, and the correct use of time to the end that the transition from the schoolroom to the business office may be only a routine matter with but few jars and shocks for the student. To attain this desirable goal for our students, we must teach them while still in our school how "to do a day's work in a day's time." And we must do this with emphasis on the essential subjects.

A Report from The Gregg Writer Credentials Department

Including a List of the First Fifty Schools to Receive the New Certificate of Attainment

By FLORENCE ELAINE ULRICH

THE activities of the Credentials Department of *The Gregg Writer* last year resulted in shorthand awards of 113,993 certificates, as well as 4,953 special prizes, including gold, silver, bronze, and jewelled pins, fountain pens, and 4,960 transcription medals; 31,668 certificates in typewriting; and 3,583 club prizes and gold pins—a total of more than 150,000 awards exclusive of those made in the O. G. A. Contest. A year's work well done!

In addition to these regular certificates and awards, which form part of The Gregg Writer's Standard Accomplishment Program, the Department issued for the first time last year a final Certificate of Attainment to each student who won the necessary credentials in shorthand and typewriting. This new certificate has become very popular. We promised to list the names of the first fifty schools applying for it. The list of schools, including the names of the teachers whose students have been awarded certificates, follows. The schools are given in the order of application.

Sister Maria du St. Sacrement, Pensionnat N. D. de Lourdes, Sturgeon Falls, Ont., Canada
 Sister M. Elfrida, Saint Augustine School, Chicago.
 C. E. Cochran, Strickler's Topeka Business College, Topeka, Kansas
 Esther Veatch, Guthrie Center Public Schools, Guthrie Center, Iowa
 Sister M. St. Jeanne de Reims, Holy Rosary School, Rochester, New Hampshire
 Sister Judith Marie, Holy Angels High School, Manchester, New Hampshire
 Mae M. Hanlon, Leon, Iowa
 Edith Brackett, Darien High School, Darien, Connecticut
 Sister Mary Michael, St. Michael's High School, Brattleboro, Vermont
 Ellen Anderson, Evanston, Wyoming
 Sister M. of St. Anne, St. Rose Industrial School, Portland, Oregon
 Sister Mary Alverna, Saint Mary's Academy, Alexandria, Virginia
 Idella Fite, Upper Leacock High School, Bird-in-Hand, Pennsylvania
 Grace Speers, Villa Grove, Illinois
 Ethel M. Black, Nevada Public Schools, Nevada, Iowa
 Sister M. Louis, St. Scholastica Academy, Fort Smith, Arkansas
 Edith A. Schrub, Pewaukee High School, Pewaukee, Wisconsin
 Elsa Brase, Maplewood High School, Maplewood, Missouri
 H. C. Hendricks, High School, Selinsgrove, Pennsylvania

Sister M. Winifred, St. Mary's Academy, O'Neill, Nebraska
 Sister Agnes du Sauveur, Assumption Academy, Nicolet, P. Q., Canada
 Sister M. Aquilina, St. Mary's Academy, Cristobal, Canal Zone
 Sister Rita de Cascia, St. Mary's Academy, Haileybury, Ont., Canada
 Sister M. Gregoriana, Saint Andrew School, Fort Wayne, Indiana
 Margaret Mostrom, Oak Grove School, Vassalboro, Maine
 Cecelia Larson, Amery Public Schools, Amery, Wisconsin
 Carrie M. Hansen, Central High School, Madison, South Dakota
 Marie G. Culliton, Johnstown High School, Johnstown, Pennsylvania
 Nora N. Kinney, Ilion High School, Ilion, New York
 Esther Linstad, High School, Idaho Springs, Colorado
 Ernest G. Wilkins, Jay High School, Jay, Maine
 Sister Maurita, Sacred Heart Academy, Bathurst, N. B., Canada
 Sister Elizabeth, St. Agatha High School, St. Agatha, Maine
 Leona Underwood Shipley, Spring Hill, West Virginia
 Angeles Ordenez, High School, Fajardo, Puerto Rico
 Georgiana R. Garipey, Bloomfield High School, Bloomfield, Connecticut
 Pearl V. Turner, Colorado Springs High School, Colorado Springs, Colorado
 Sister M. Eugenia, Catholic High School, Harrisburg, Pennsylvania
 Jessie Rushton, Spartanburg High School, Spartanburg, South Carolina
 Elsie M. Jorgenson, Hutchinson Public Schools, Hutchinson, Minnesota
 Sister M. Jerome, St. Peter's High School, St. Charles, Missouri
 Sarah J. Fisher, Urbana High School, Urbana, Illinois
 Hazel J. Wicks, Brownville-Glen Park High School, Brownville, New York
 Sister Clara Vincent, St. Vincent Commercial School, Philadelphia, Pennsylvania
 Eulah May Estes, Slater, Missouri
 Sister Mary Anselm, Notre Dame High School, Hamilton, Ohio
 Aryann Crawford, High School, Trenton, Missouri
 Sister Patrocla, Immaculate Conception School, New York, New York
 Mildred Pierce, High School, Westwood, New Jersey
 Sister Marie Odile of Jesus, Sacred Heart School, Newport, Vermont

Such accomplishment is a credit to the teacher, to the students, and to the school, and we are happy to give recognition to it.

The Certificates of Attainment now being awarded are of the first edition and personally signed by Dr. Gregg; so they have unusual value to the students holding them. We predict that it will not be long before every shorthand and typing teacher will require this certificate of their students.

The Challenge

By W. W. RENSHAW

Manager, New York Office, The Gregg Publishing Company

A DISTINGUISHED foreigner has described us as a nation of economic illiterates. That hurts, but there is some slight comfort in the fact that his nation, too, is still struggling with unsolved economic problems.

One of the most distressing features of the whole situation has been the conflicting advice of the business leaders, economists, and statesmen whom we previously considered infallible. One highly respected group, for instance, ascribes our troubles to our having been spendthrifts and installment buyers. They tell us to save. Another equally respected group urges us to spend, pointing out that only through spending will money be distributed and wages paid, so that wage earners will be able to purchase what is produced. Yet business has been reducing salaries and discharging employees, thereby reducing the purchasing power of the nation, and the market for its own products.

Some tell us to reduce the tariff; others point to long lists of articles that foreign countries can deliver to us at less than the cost of our own raw materials. One group mentions articles that, through the good graces of modern science, can now be so cheaply produced and made of such durable materials that the manufacturers will go out of business before we shall need a second helping; others argue that, with a national average wage in normal times of something like \$600, the establishing of a satisfactory living standard for *all* the people would enable us to absorb ten times as much as our present plants can produce working full time.

We go in for a tremendous program of public works, closing our eyes for the moment to the inevitable tax bill. We indulge in the luxury of thousands of bank failures, and it is yet to be demonstrated how much we have learned from other countries that, although hard hit by the depression, have had no bank failures. We have spent billions of dollars in obviously worthless securities and seem to be ready to speculate further as soon as prosperity furnishes the wherewithal.

The solution of our problems is not, at

this writing, clear. There are, however, conclusions that we commercial teachers may reach without awaiting the unraveling of the whole problem, and there are some things that we can do in preparation for the changed conditions that we shall certainly face.

Technological Unemployment

The necessities of the last four years have taught management much in the way of short cuts, the drastic elimination of "interesting but useless records," the consolidation of departments, the greater effectiveness arising from better team work, the economies possible through the use of labor-saving devices, the mechanization of the office.

Unless this improvement is offset by a new volume of business, of proportions such as we have not yet visioned, these economies will make it possible for business to get along with fewer employees.

It may well be that unemployment brought about by greater efficiency and machine production, tragic as it already is, will reach even more distressing proportions, pending the reorganization of our economic system to meet the new order. In the meantime the employer, by virtue of the increasing disparity between the number of employees and the number of jobs available, is in a position to be more and more discriminating. The responsibility of preparing the better graduate—the one who will get the job—rests squarely upon the commercial teacher.

The Responsibility for Better Teaching

If our graduates are to be better equipped, so that they will be able to compete successfully in a more exacting business world, we commercial teachers have the direct and serious task of providing better teaching. In what respects do we need to strengthen ourselves?

Mastery of Subject Matter. I have frequently raised the contention, and still do, that commercial teaching suffers more from faulty and insufficient knowledge of subject

matter than it does from poor methodology. If you want to see what I mean, ask for the privilege of inspecting the examination papers written by applicants for teaching positions in any of the larger cities able to attract the more competent teachers.

Personal Skill. My neighbor said of his daughter, "I wanted Louise to assist me in my work as a commercial artist, but she cannot draw well, so she is teaching drawing."

Let's be frank about it. If you are a shorthand teacher, can you write 100 words a minute right now, or, better still, 125 or 150 words a minute? How fast do you type? Can you and do you demonstrate transcribing before your class? How did you rate in last year's *Gregg Writer* teachers' contest conducted by *The American Shorthand Teacher*?

If you are a bookkeeping teacher, have you demonstrated lately that you can hold down a job as a bookkeeper or an accountant—get somebody to pay you real cash money for it? You will learn something from playing your part in the practicalities of a modern business office and from the urge of getting a day's work done in a day that cannot be extracted from any book.

These are not academic questions. The time will come—in fact, we already see it in our teachers-bureau work — when teachers who cannot do these things will be displaced by the teachers who can.

Basic Objectives. Is your commercial law instruction a dry presentation of legal technicalities, or is the emphasis being placed on social values? In teaching economics, are you giving a course such as would be offered in preparation for the professional work of an economist, or are your classes preparing for better citizenship through daily live discussions of the stirring problems of the day? Are you teaching stenography, or are you training stenographers? Are you teaching bookkeeping in terms of recording transactions, or are these transactions studied for their effect on the business?

According to one educator, less than 5 per cent of the students to whom we teach bookkeeping will become bookkeepers; another study places the figure at one-half of 1 per cent. If this correctly represents the situation, we can and must justify the continued extensive teaching of the subject on its educational and social as well as its economic values. Can you personally state clearly what these values are and can you give your supervisor a written account in one,

two, three order of just what you are doing to bring out these values?

The Course of Study

The ideal course of study will never be written; a course of study needs constant revision to keep it in harmony with changing life and a changing business world. Have you examined your set-up recently, or have you asked some disinterested person to do so, to see just what improvements could be made at this time? If you are managing a private school, have you been maintaining the *status quo* on the plea that "this is not the time to make changes," or have you accepted the present situation as a challenge? The logical offset to a depression is a thorough overhauling of the old and a searching out of new methods, new materials, new offerings.

For many years, commercial work in the public schools was confined to the eleventh and twelfth years. Today, education in business starts in the ninth and sometimes even in the eighth year. The later work in the senior high school embraces sometimes two, sometimes three, and sometimes four years. Then, in some cases, there is subsequent instruction in the junior and senior colleges. There is still much in the way of conflict and overlapping in the instruction in these several school units. If it is true that more will be demanded of us by the employers of our graduates, it is also true that in an articulated and integrated course of study embracing the several school units we have opportunities for training more competent employees than we have yet produced. There is a real need for truly constructive work in this direction. It is tremendously important, and yet it seems to have been almost completely overlooked. Will you make a contribution?

Leadership

In the teaching of commercial subjects, as in every other undertaking involving thousands of teachers, there is need of leadership. This, obviously, is necessary so that standards may be raised, activities coordinated, basic objectives kept constantly in mind, and so that we may profit by the study and industry of those whose peculiar qualities place them in the fore in commercial education.

National. At this writing, no one knows the outcome of the studies being made with a view to Federal economies. The extent to which commercial subjects are being taught, however, and the importance of business education in the training of our future citizens, make it imperative that this important branch of education be adequately represented in Washington.

State. It is interesting to observe the relation between high school enrollments and the number of supervisors in special fields in state departments of education:

Subject	Percentage of High School Enrollment		No. of States Having Supervisors, 1925	No. of State Supervisors, 1933
	1925	1930		
Agriculture.....	3.2	3.0	31	63
Industrial.....	28.9*	29.6*	31	40
Home economics.....			29	50
Commercial.....	45.5	56.0	1	2†

* The percentage reported for the combined enrollment in manual training and household arts.

† Four, if we include high school supervisors assigned to commercial subjects in New Jersey and Texas.

The increase from one supervisor to a presumptive four supervisors in commercial education is progress in the right direction. There is, however, still room for wider recognition of the supervision needs of commercial education, if we keep in mind the 30 general directors of vocational education not included in the above tabulation, the 63 supervisors of agriculture, the 40 specialists in industrial education, and the 50 specialists in home economics.

Note that in the first three groups there is a combined enrollment of 32.6 per cent of the high school students, with 153 specialists; that in commercial education there is an enrollment of 56 per cent of the students, with two or four specialists, depending on the classification. Perhaps the answer is to be found in ascertaining the source of the funds that have made possible this generous support of agricultural and industrial education and the teaching of home economics, and in pressing the claims of one of the most important branches of vocational education—commercial education.

City. In twenty of our larger cities, there are city directors of commercial education.

That is progress, but there is still much to be done. With the imparting of the information about business that every citizen should have, and with direct training for specific vocations in junior high schools, senior high schools, part-time schools, opportunity schools, continuation schools, evening schools,

cooperative schools, etc., there is need for a degree of local coordination and supervision that calls for the services of a city director. Perhaps our commercial teachers associations can be more helpful in setting up supervisory standards and in bringing them to the attention of school authorities.

Here is another point: With roughly one-half our high school student body enrolled for instruction in commercial subjects, is it unreasonable to ask that the superintendents and principals of the future have at least that knowledge of content, method, and ob-

jectives of commercial subjects that will enable them to organize and supervise commercial teaching as intelligently and as sympathetically as they now organize and supervise the teaching of academic subjects? Just what can we do to accomplish this?

Organization

Commercial teachers have done much in recent years to bring about an increased effectiveness through the organization of local, state, and regional associations. Of late, the Business Education Department of the National Education Association has taken on new life and now there is in process of formation a National Council of Commercial Education that will doubtless consist of representatives of commercial teachers organizations throughout the country. Carefully planned programs have been arranged for the express purpose of leading to yearbooks that are recognized as authoritative.

Probably the greatest progress to be made by our commercial teachers associations in the next few years will be accomplished through special and standing committees studying intensively throughout the year, the problems assigned them.

The convention of the future will consist less of papers prepared by individuals and more of reports of committees that have given mature study and thought to the major problems of commercial education.

Bermuda, A Reminiscence

WITH the holidays approaching, teachers are giving some thought to how they shall employ the brief respite from the classroom, with its instructional demands, and replenish in some measure their store of enthusiasm and vigor with which to carry on the year. And what is more delightful and profitable, educationally, than travel?



A BERMUDA BEACH SCENE

This would seem to be the general feeling among teachers, many of whom have written us about the Christmas Cruise that the Furness Steamship Line is endeavoring to make a memorable event for us. Bermuda and Nassau for the Christmas holidays—how many occasions we have had lately to recapture all our original ardor and enthusiasm for the charm of these beautiful islands and the glorious time we had while there.

Can we think of anything more delightful for rest and mental recapitulations than an ocean voyage with a smooth sea and a magnificent sunset at the close of the day! On the high seas one's time is completely one's own to employ as fancy dictates. The spacious promenade deck, the swimming pool with special sun deck adjoining, where bathers may take their sun bath after a swim, a gymnasium with electrical equipment that furnishes plenty of fun and healthful sport, the sports deck, a cozy library in which to browse if one should feel the need of mental stimulation or diversion, comfortable lounges to lure one to rest or conversation with perhaps a movie or a broadcast, broad sun decks with attentive stewards to "tuck you in" for a contented snooze, dancing to the strains of delightful music in the evenings if you like, a spacious dining-room where sumptuous meals are served—all these combine to make a very happy occasion.

It is difficult to explain the thrill the traveler experiences as he approaches the bay of Hamilton—one has to see the beautiful ribbon of aquamarine water that follows the ship as it nears the island to appreciate the loveliness and unreality. Bermuda days are full of variety and charm. The beauty of historic countrysides and interesting Bermuda homes, its quaint little towns with funny streets (and still funnier names), whitewashed roofs that gleam in the sunlight as though capped with snow, and architecture generally that will delight any of you who have a fancy along that line, lures one back to it. And from there the delightful cruise to Nassau with other pleasant days. It is a vacation to look forward to in anticipation of intellectual rejuvenation, pleasant comradeship, and a happy time!

FLORENCE ELAINE ULRICH.

Private Commercial Schools Code Filed

A meeting to consider the drawing up of a national code for private commercial schools was called in Washington on August 25. Notices had been sent out by the National Association of Accredited Commercial Schools to some 1,800 school proprietors. H. E. V. Porter, Jamestown, New York, was elected chairman of the meeting. A code was drawn up and filed with the National Recovery Administration on August 28.

The two committees under whose direction the code was produced consisted of the following members:

Fair-Trade Practice Committee: E. M. Hull, Philadelphia, Pennsylvania; E. S. Donoho, Baltimore, Maryland; H. N. Rasley, Boston, Massachusetts; F. J. Miller, Tiffin, Ohio; J. H. Seeley, Scranton, Pennsylvania; Thomas G. O'Brien, New York, New York.

Labor Code Committee: T. B. Cain, Clarksburg, West Virginia; D. D. Miller, Cincinnati, Ohio; V. E. Jernigan, Richmond, Virginia; J. T. Thompson, Steubenville, Ohio; Sylvan E. Hess, St. Paul, Minnesota; H. E. V. Porter, Jamestown, New York.

P. J. Harman, of Strayer College, Washington, was of great assistance to the committees, not only by his presence, but in furnishing office help and equipment.

It is understood that some amendments to the code may be filed in the near future.

Discussion of "The Crisis in Instructional Equipment"

In the October issue of this magazine, Dr. Ernest Horn, Professor of Education, State University of Iowa, known to all our readers for his "Basic Writing Vocabulary of Ten Thousand Most Commonly Used Words in Writing," discussed the present crisis in instructional equipment. In his article he makes the following significant statements:

The average textbook is far sounder, pedagogically and from the point of view of scholarship and up-to-date-ness, than the average course of study, . . .

It is exceedingly wasteful, and it may even be dangerous, to introduce new units or new organizations into the course of study of any school until adequate instructional equipment has been made available. Unless such material is provided, teachers and pupils flounder, and instruction is deficient in soundness of scholarship as well as in organization. For this reason one must view with considerable concern the present vogue of local curriculum making. . . .

The meagerness of instructional equipment in the United States at the present time is a disgrace. Such equipment is necessary for training students even under the most expert teachers, and under the poor teacher it is the pupil's only hope. Even in the most prosperous times the amount spent for textbooks and reference materials was an insignificant part of the total school budget.

Dr. Horn's article is discussed in this issue by five commercial educators whose duties are largely concerned with curriculum building and the selection of instructional equipment.

By B. FRANK KYKER

Director, Commercial Teacher Training,
Woman's College of The University of
North Carolina, Greensboro

ALL educators will concur with Dr. Horn in the importance that he attaches to textbooks and the need that he emphasizes for adequate supplementary material for enrichment and for adaptation to individual differences. It is doubtful if all share his views of the local course of study, especially if his views were applied to vocational business education.

Speaking of local courses of study, he states: "Such diversity cannot be justified on the basis

of local need. If this statement were applied to vocational business education, it would seem to imply an approximate uniform course of study in business for every community. In those communities where commercial occupational surveys have been conducted to determine the kind of commercial positions for which the commercial department should offer training, and in those communities where job analyses have been made of the prevailing commercial positions, needs peculiar to the localities surveyed have been revealed—needs sufficiently distinctive to warrant a differentiated course of study.

If we consider the personal and social aspects of business education only, it is probably true that the subject matter that will meet the personal and social needs of the individual will not vary significantly from locality to locality. Investigations completed and in progress seem to confirm this viewpoint.

By IRMA DEANE FOWLER

Deputy State Superintendent, State
Department of Education, Austin, Texas

"THE Crisis in Instructional Equipment," by Dr. Ernest Horn, is timely in its application to the inevitable reconstruction period in curriculum making, or the so-called "New Deal" as applied to education in the secondary schools of Texas.

"Few schools make adequate provision for collateral reading" sounds the keynote of inadequacy in our teaching processes, and the blame cannot be restricted to elementary and secondary schools; many institutions of higher learning labor under similar difficulties.

As one of twenty-two supervisors visiting annually approximately 1,000 classified and accredited high schools, and examining hundreds of exhibits of material submitted from those schools desiring recognition in their work, the writer has conclusive evidence that "lack of detailed and concrete sources of information" has been the one greatest factor in contributing to the failure of schools to meet standards set up by the State Department of Education.

The trained teacher, provided with equipment for source material, will be little concerned with the choice of the textbook when, in the best of graded or classified schools, "pupil differences" constitute the problem. Therefore, "instruction materials budget should be doubled" at least.

By ERNEST A. ZELLIOT

Associate Professor of Education,
University of Denver

DR. ERNEST HORN'S timely article on "Instructional Equipment" includes many points of direct interest to business teachers. Space limitations, however, permit comment on but two of them.

First is his plea for more adequate instructional materials. In commercial education, this means office appliances, supplementary reference materials, and supplies, as well as more of the improved type of textbooks now available. A variety is needed to meet individual differences, and also to put business education on a practical basis. Underlying principles of business, business procedures, and facility in the use of equipment may not be taught by any abstract or lecture method. Economy is necessarily the order, but boys and girls in business education should not be unduly penalized for economic errors made by their elders.

The second point is that "it is impossible to do good teaching . . . on the basis of a single textbook." Teachers and pupils alike are sometimes prone to become textbook-minded. One of the functions of business education is to teach pupils how to find and use valuable business information sources through collateral reading.

There must also be a close tie-up with current business conditions and practices. Imagine teaching general principles of salesmanship effectively without reference to merchandising practices found in the community; or commercial geography without taking cognizance of local relationships in commerce and industry; or business organization without observing the structure of regional business firms. In the skill subjects, likewise, training is most intelligently done by teachers who are in touch with immediate stenographic, accounting, sales, and clerical-work conditions. Fortunately, such enrichment of courses does not always mean increased expense budgets. It does require interest, initiative, and ability on the part of the teacher to make and maintain business contacts of a practical sort.

By M. E. STUDEBAKER

Head, Department of Commerce, Ball
State Teachers College, Muncie, Indiana

THE thesis of Dr. Horn that "the textbook is at present an indispensable part of instructional equipment, but *only* a part," is certainly timely. As a teacher of teachers, it has long since been our contention that the teacher should teach the *subject* rather than the textbook. Par-

ticularly is this true for the social-business group, including junior business information, business law, bookkeeping, and economics. How confusing it must be to students of business law who have been taught certain legal principles based on a particular textbook to find that different interpretations and practices are followed in actual situations. Bookkeeping students who have been instructed to "follow the text very carefully" may find it difficult, in business positions, to understand why accountants are not uniform in their methods and practices.

An important point in favor of our state commercial contests is that the teachers who participate must teach their pupils the subject matter. The questions are not and can not be based on any single textbook. Students must be taught the various ways of recording transactions, solving problems, preparing typewritten forms, etc. Such pupils are certainly better prepared to take their place in the economic and social world in which they are placed than those who have been trained in subjects based on a certain textbook only.

Economic conditions are changing rapidly. Business teachers are challenged to adapt their teaching to meet these new conditions. This may necessitate new methods, new equipment, and a new personnel. Poor teachers may have to give way to better ones in spite of their availability at low cost, as mentioned by Dr. Horn. Our very existence may depend on the preparation of the boys and girls of today for the future problems they must meet. We have faith in our educational democracy; such instructional methods and equipment as will be needed will be forthcoming.

By LOUIS J. FISH

Director of Commercial Education,
Boston, Massachusetts

I BELIEVE the preparation of strictly local courses of study by subject for a school system is entirely defensible. Our local courses are based on the instructional material already in the hands of the teacher. They are prepared by a representative committee of classroom teachers in the subject considered. The course of study is then referred to the entire teaching body in that subject. After suitable revision, the course of study is printed, distributed to the teachers, not to be slavishly followed, but merely to act as a guide in the teaching of the subject.

In general, the teacher is warned that all the topics offered for discussion will not be found in any one textbook. He may be called on to draw from his own experience or from subject matter discussed in other texts. He is usually referred to a bibliography where additional information is available.

My reaction, therefore, to local courses of study is favorable and, I believe, defensible, with the comments I have added.

I agree with what Dr. Horn says regarding the necessity of a suitable and sufficient supply of educational material and textbooks in commercial training. Here in Boston, we have felt the effects of the depression, but no reasonable request for educational material or textbooks has been left unfilled.

The School Committee has had to cut salaries and scrutinize its expenditures carefully. I feel, however, that no teacher has been handicapped by lack of suitable educational material. It is my personal opinion that the classroom teacher equipped with all the tools that he desires (this includes textbooks and educational and reference material) is in a position to do much better work than one who is not so equipped. The absence of satisfactory educational material and equipment is soon reflected in the morale of the teacher.

If I were to make my own recommendations, I would urge that the school authorities be more than generous in supplying all the aids possible to the teacher to the end that he may be fully satisfied that on the material side, at least, he has all the encouragement that a Board of Education can supply. I believe this is the attitude in Boston, and I feel that the depression has not materially altered it.

By **FREDERICK G. NICHOLS**

Associate Professor of Commercial Education, Harvard University

SHOULD a program of public commercial education be greatly influenced by local needs? When we speak of social betterment as the primary goal of public education, do we speak provincially? Or in terms of larger undefined areas? Can any locality absorb all the home talent of every kind, and in doing so not add to the millions of vocational misfits? Can any community afford to depend wholly on local talent for the perpetuation of and expansion of its economic, social, and professional life? Could we successfully defend the thesis that no vocational education should be offered by any community in excess of its own reasonable needs?

I can do little more than to raise these questions and state an issue that deserves our best thought. Public education is intended to improve social conditions through the improvement of the individual members of the entire social group. To accomplish this result, each individual in our public schools must be afforded the fullest possible opportunity to achieve his own highest development. When local needs run counter to this obligation, it seems clear that it would be social suicide to neglect kinds of

training not needed locally, but that most nearly fit the requirements of individuals for whom training programs are provided.

There *are* background materials; there *are* commercial techniques. There need be no conflict between these two types of training. Each should supplement the other. Each makes its own peculiar contribution to the education of such young people as may desire to enter upon employment immediately upon graduation.¹

• • •

Vocational Objective of Business Education No Longer a Major Objective

WRITING in *School*, April 20, 1933, on the subject of "Changing Objectives in Commercial Education," Clyde O. Thompson, associate principal of the Mount Vernon (New York), High School, reaches the conclusion that, in terms of our involved social and economic orders, commercial subjects are fundamental in



CLYDE O. THOMPSON

the learning and experience of nearly everyone today. In view of this fact, we should cease to emphasize the vocational objective in our high school commercial educational program, and, instead, place the emphasis on the general social and economic values in the commercial subjects. Statistics and research studies in the field of so-called commercial education reveal that the

¹Proceedings of the University of Chicago Conference on Business Education, 1933, The Gregg Publishing Company, pages 79-96.

vocational objective is breaking down. This fact does not minimize the importance or value of the commercial subjects taught in high schools.

Commercial education, as we understand it in the secondary field, is quite as much general education as it is any other kind of education....

The increase in numbers electing the commercial course has been constant almost from its inception in the public education program, until at the present time about 45 per cent of the secondary-school enrollment the country over are registered in the commercial course.

We need to broaden our outlook in the field of commercial education and contend for those true social and economic values that the commercial studies embody. Then we should develop our commercial courses to fit better into the social and economic trend, as this trend is revealed today through research studies that have been made and are being made. This should be our major objective in the field of secondary commercial education as conditions are, rather than the purely job objective.

Another worthy objective in the secondary commercial course would be to meet college entrance requirements for advanced study in the field of commercial education, if present-day entrance requirements did not make such an objective a remote possibility. The time is here when those of us in the secondary field of commercial education should concentrate our efforts on gaining recognition for more of the commercial studies towards meeting college entrance requirements for advanced study in the commercial field. If necessary, compromises should be effected between colleges and secondary schools to the end that this objective might become a reality.

• • •

THE Annual Shorthand Medal Test for teachers was announced in last month's issue of this magazine. Do not let your classroom duties cause it to escape your attention. The test copy will be repeated in December, but if there is any question about your specimen of shorthand reaching us before the closing date of the test, December 31, 1933, we suggest that you keep the October test copy on hand. Let your ambition and ours be: Every Shorthand Teacher a Gold Medalist.

Our Cover Design

WASHINGTON is the seat of the greatest business and administrative activities in the world, if measured in transactions—the business of the United States Government. Washington is known as one of the most beautiful cities of the world, a “city of magnificent distances.” It enjoys the distinction of being a planned city so far as the topographical layout is concerned—and it was planned on a grand scale by Major Pierre L'Enfant, French engineer, at the instance of George Washington.

The Capitol dominates the central part of the picture, the back view of which, by the way, we see here. Directly above it will be seen the tall shaft of the Washington Monument, rising to a height of 555 feet. Just beyond this, faintly in the distance, is the Lincoln Memorial Building, and from this point, stretching in graceful arches across the Potomac toward Arlington, is the Memorial Bridge.

The large white building at the right of the Capitol is the Senate Office Building; the one at the left is the House Office Building. The building with a dome, seen in the lower left foreground, is the Congressional Library, and directly to the right, under construction, is the United States Supreme Court Building. The street streaking off at the right, at a 45-degree angle from the Capitol, is Pennsylvania Avenue. In the region where it apparently ends in a clump of trees, the White House is located. The Internal Revenue and Commerce Buildings stand out prominently in the upper right of the picture. The street on which they face is Constitution Avenue, which, when the building program is completed, will be the most magnificent thoroughfare in the world.

Washington is not a business city in the sense in which we think of New York, or Chicago, or any of our large commercial and industrial centers, but what Washington does or does not do affects the business of the whole United States, and even of the whole world.

Next month, Los Angeles.

Commercial Education Abroad

In the December issue, Dr. Hermann Sudhof, Counselor for Economics and Public Labor in the Prussian Ministry, describes “Commercial Education and Training in New Germany.”

Idea Exchange

How often have you wished you could visit the classrooms of other teachers, to see how they present your subject? A few fortunate ones have this privilege granted them now and then by their administrative heads, but for most of us, with the teacher-load growing heavier and the need for interchange of teaching helps increasing, it is a vain wish.

We must, therefore, do the next best thing—visit each other in absentia, through the columns of this magazine. To encourage the exchange of helpful ideas, a two-year subscription to THE BUSINESS EDUCATION WORLD will be given to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

I HAVE used the following method of arousing enthusiasm in my shorthand class when teaching the compound words in Unit 27 of the Gregg Shorthand Manual. I believe this method could be used to advantage in teaching many other theory principles.

I felt that my pupils did not think the lesson on the compound words very interesting, so I wrote the words in shorthand in column form on two sheets of paper, each sheet containing half the list. I placed a number before each word. These two sheets were duplicated on the hectograph and distributed to the pupils. Half the class received one sheet and half the other. Then I typed the words, cut them in slips, and read from the slips to the students.

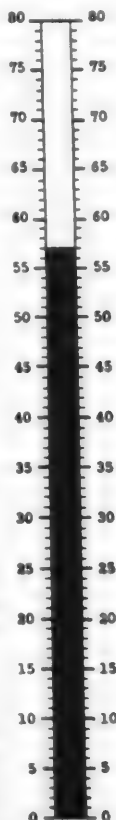
As I read a word from a slip, the student who first called the number of that word from his paper received the slip from me. Since the slips were mixed up before being read, it required quick comprehension of the shorthand forms to acquire many slips. The winner, of course, was the student who had received at the end of the drill the largest number of slips from me. In a smaller group, the teacher might write all the shorthand outlines on one sheet instead of two, but with a class of thirty or more students it is difficult to determine who is the first to speak the number, even when using two slips.—*Helen L. Walter, Albion (Michigan) High School.*

TO STIMULATE rapid reading, our shorthand class plays a game that we call "basket ball."

The class is divided into two teams, each selecting a captain. One of the class is chosen as referee and timer. Referee gives location of sentence to be read; for example, "'Gregg Speed Studies,' page 290, the first sentence." Books must be kept closed until he gives signal.

The captain who raises his hand first after finding the sentence attempts to read it. If correctly read, his side is awarded two points; if incorrectly read, the opposing captain attempts to read the sentence. If the player to whom the sentence is given does not start to read it

before the referee counts 10, the sentence is given to the opposing team. If neither captain can read the sentence, it is given to the next player, and so on. If the two points are made by the captain, the referee gives another sentence for the students next in line. Penalties should be set as follows: for talking, two sentences to be read by offended side; for laughing, one sentence. One point is to be added to the score of the offended side for each sentence read correctly by it. Other penalties may be devised as needed.—*Margaret Tibbetts, Chatsworth (Illinois) High School.*



I HAVE for the past three years used a device in my typing classes that has been so successful in keeping the interest of my classes alive that I am passing the suggestion on to you.

I have made for each girl a typing thermometer, which registers typing speed. This is made on cardboard, $9\frac{1}{2}$ by 2 inches. Quarter-inch red-and-white ribbon tapes, such as are often used for tying packages, are run through slots at the bottom and at the top of the scale.

The ends of the red ribbon, which represents the mercury, and of the white ribbon are glued together, forming a loop, which can be raised or lowered to register the student's speed record after each test.

These thermometers are displayed in a prominent place in the typing room and are objects of interest to many outside of the class who frequently visit the room to see if their favorites are ahead.—*Ethel Pease, Park Ridge School for Girls, Park Ridge, Illinois.*

[The typing thermometer used by Miss Pease is illustrated at the left.—Ed.]

Teachers of the New Frontier

SPEAKING before the 1933 meeting of the Department of Superintendence of the National Education Association at Minneapolis, Frederick M. Hunter, Chancellor of the University of Denver, stated that teacher specifications will need to be altered to meet the new times.

Dr. Hunter said:

It is a heroic undertaking to attempt to man the battle front for such a frontier, and it is the task of education, through its organized institutions, to produce both the generalissimo and the rank and file. Who shall be chosen as leaders—competent, adequate, consecrated? To venture a set of specifications for those upon whom the responsibility of a new phase of civilization rests seems daring. But teachers hold council in order to unify the findings of experience and achieve wisdom in their adopted policies. If their suggestions and attempts prove faulty, they will be remedied and supplemented by the teachings of able advisers to come.

I am charged with the assignment of a set of specifications indicating the necessary differences in the characteristics of teachers of the new frontier in comparison with those of teachers of the present and past. I believe teachers of the new frontier must have the following characteristics:

1. World-mindedness—not internationalism, but a broad-minded nationalism that will approach the traditions, the achievements, and the cultures of other people, and will seek world harmony and progress through mutual understanding.
2. A conception and understanding of the scientific method, and of the approach to the problems of society with the equipment it provides.
3. A broad foundation in economics, sociology and psychology that will be sufficient to stimulate their development to the same high level of the sciences.
4. An understanding and appreciation of the idealism of the human race as an outgrowth of its search for beauty. There must be meaning for the teacher in this quest, which is as old as history, in its permanence, in its race motives, and in its present prevalence.
5. A devotion to public welfare, leading to participation in politics as public business by teachers and pupils.
6. Library-mindedness, which teaches pupils to love and practice broad reading habits, not only in professional fields, but also in the fields of science, literature, and history. The aim should be to make book lovers of pupils in all fields.

7. A knowledge of the means of salvation of the societies of the past and of the forces that contributed to them.

8. A full complement of technical and research equipment on the part of all leaders, not only in the sciences of the present day, but also in the important fields of human relations.

Midyear Promotions

ONE of the chief indictments against the midyear promotion plan is that it breaks up the pupil-teacher adjustment just about the time it has been perfected, thereby disrupting the class routine and greatly lowering the efficiency of pupils and teachers. . . .

In general, it may be said that school vacations extending over a period of one week reduce the efficiency by approximately 5 per cent. Midyear promotions, however, by necessitating the suspension of instruction for one week, and by disrupting and disorganizing classes, are responsible for reducing the school efficiency by approximately 30 per cent.

The injury done to the brilliant pupils from interchanging teachers at midyears unquestionably redounds with even greater disaster to the average and slower pupils, those whose success depends so much on the intelligent and sympathetic understanding and guidance of the teacher.

It is for such reasons as this that so many school executives maintain that the semi-annual promotion plan defeats its own purpose and reacts to the injury of the very pupils for whose benefit it was originally introduced.—*Gustave A. Feingold, Bulkeley High School, Hartford, Connecticut. From "School and Society," May 20, 1933.*

Are You Reading the Key?

YOU should not fail to read certain portions of the Key to the shorthand plates in *The Gregg Writer*, published at the end of each issue of this magazine. The subject matter is well worth your attention. Turn, for example, to page 106 of the October issue and read what Lester B. Colby says about the "Dead Line." You will also enjoy reading again the O. Henry story, which started in the September issue (page 48). And last, but not least, don't overlook the jokes. They are guaranteed to make you laugh.

Banking the Fire

By CLYDE INSLEY BLANCHARD

Director of Research, The Gregg Publishing Company

How can the beginning shorthand teacher raise the present speed standard twenty words a minute? What speed-building plan can the advanced shorthand teacher follow to insure that his students will have more than a twenty-word-a-minute increase in speed to show for several months' diligent practice?

Mr. Blanchard suggests that possibly the answer to these questions will be found in a more efficient use of repetition practice and of the automatic review present in each new lesson.

FIRST thought of the aptness of the title, "Banking the Fire," for a shorthand methods talk late one night in the basement of my home. I had just returned from teaching a shorthand class at evening school, and had gone downstairs to bank the fire for the night. After I had covered the flames with several shovelfuls of fresh coal and had turned off all the drafts, it suddenly occurred to me that that was just what I had done with my shorthand students. I had banked their speed fires with several shovelfuls of new, difficult words and had put them away for the night.

That evening I had been teaching the disjointed prefixes in Chapter X. Most of the students had worked very hard all day and were tired, and I am sure that they were beginning to think that shorthand was getting more difficult all the time. Down in the basement by that banked fire I realized more forcibly than ever before that I had not been teaching the latter part of the Manual in the right way. I was forgetting that shorthand, when taught properly, is easy to learn and that the student's interest and increasing skill should flame higher and higher until the desired results are accomplished.

One of the easiest ways, of course, to bank the fire is to attempt to teach shorthand without being able to write it fluently. As I look back over the many years that I have taught shorthand, I find that much of the methodology I have used is expressed in the simple invitation that I always extend to my students, "Watch me as I write it." I show them the way. A skilled writer-teacher soon realizes that the laws of learning operate naturally if he will but teach naturally.

Unfortunately for the beginning teacher, who is often pedagogy-conscious, it is rather easy to bank the fire of readiness in the first few lessons of shorthand because of the repetitive nature of the learning and teaching process. The danger in the first few lessons lies in the use of uncontrolled repetition practice.

The Danger of Repetition

Knight Dunlap, in his new book, "Habits, Their Making and Unmaking,"¹ says, "The function of practice is to modify response." He also says:

There is no inherent tendency of a response to make its own recurrence more probable in the future. The recurrence of a given response may be more probable, or less probable, in the future, according to the conditions actually involved in the response. These determining conditions are thoughts, desires, and ideals.

This is a remarkable statement when applied to the teaching of a skill subject, and its truth is beyond question. If every teacher of shorthand theory could measure accurately the time devoted to repetition of shorthand outlines, both supervised and unsupervised, he would find that the *major portion* of the time now spent in learning shorthand is *filled with repetition practice*. According to Dunlap, the student learns nothing by mechanically writing an outline five times—or twenty-five times. To learn through repetition, the student must modify each response by his thoughts, his desires, his ideals. He must

¹ "Habits, Their Making and Unmaking," by Knight Dunlap, Professor of Experimental Psychology, Johns Hopkins University, Liveright, Inc., New York.

earnestly attempt to better each succeeding outline.

How many teachers of shorthand theory insist that their students repeat outlines under such conditions? Since "there is no inherent tendency of a response to make its own recurrence more probable in the future," the mechanical repetition of shorthand outlines will not, in itself, make the recurrence of these outlines more probable in the future. Those teachers who assign as home work the repetition of outlines, without training the student to criticize each outline very carefully and compare it with the model before writing the next outline, can very easily prove to themselves the wastefulness of their procedure by an examination of the last outlines practiced. They will find, in the majority of cases, that the last outline is no better, and often worse, than the first outline.

I am firmly convinced that, if we will eliminate the time now wasted in the misuse of repetition practice, we shall be able to reach much higher speed standards in the time now allotted to the learning of this subject.

After the teacher has eliminated, in so far as practicable, all repetition of outlines that is not purposeful, there still remains the probability that time is also being wasted in repetition practice of small units beyond the amount necessary to achieve the desired goal.

Some theory teachers have in mind the roof-line achievement for each small unit of theory. The roof-line achievement, that is, maximum achievement, is seldom desirable as a standard or goal to be aimed at in teaching.

In the building of shorthand speed, repetition practice to secure roof-line or maximum achievement on each small unit of theory is extremely wasteful of time and is unnecessary in the attainment of the final goal. Further, this maximum achievement standard, like the perfect-copy standard in typing, kills the student's interest and is responsible for many failures and drop-outs in this subject.

The Automatic Review

The presence of a large amount of automatic review in each new lesson makes it unnecessary to require more than a very small amount of repetition of individual outlines. In an article entitled "Factors That Influence the Building of Shorthand Speed," published in the November, 1932, issue of *The American Shorthand Teacher*, an analysis of review material in Chapter V of the Gregg

Shorthand Manual was given, illustrating the tremendous amount of automatic review running through the new lesson. For example, in Chapter V the *a*-circle taught in the first lesson is repeated 169 times with all possible joinings to consonants. The letter *e* is repeated 240 times; the letter *l*, 104 times; the letter *m*, 109 times; the letter *n*, 150 times; the letter *r*, 187 times; and the letter *s*, 218 times. The student has previously studied all these letters in the first lesson or two of shorthand.

In this chapter, 53 prefixes and 39 suffixes are also repeated.

Suppose a teacher were to assign to the student the writing of the illustrations in Chapter V five times. The student would have to write the *a*-circle 845 times and the *s*-stroke 1,090 times. This great amount of repetition has been going on in Chapters II, III, and IV and will continue as long as the student writes shorthand. As long as teachers insist on the roof line of achievement for each new lesson before proceeding to the next lesson, they are neglecting this most valuable factor, the automatic review, and are killing the student's interest in the subject.

Home Assignment

The question arises, "What type of home assignment should be made to take the place of the customary repetition practice?" More reading of shorthand plates in "Gregg Speed Studies" and *The Gregg Writer*. More copying of connected matter in the plates read. The assignment should make a necessary allowance for marked individual differences in the students. They must, first of all, be trained to be critical of their notes, so that the teacher can trust them to be able to measure their product critically with the model; then each student should be told to practice until he feels he has reached the standard set by the teacher—fluency and accuracy of proportion.

More Dictation for Theory Students

As the shorthand student's training advances, the daily lesson plan should require him to make an ever-widening practical application of his writing skill. By the time Chapter IX of the Shorthand Manual is completed, he should be able to take new matter consisting of business letters of average dif-

ficulty with a fair degree of speed, say 50 words a minute, which is the requirement at the end of the first year in many schools.

What is the actual situation, however, in the shorthand theory classes of a large number of our schools?

It is this: When Chapter IX of the Shorthand Manual is completed, the daily lesson plan, instead of broadening out, narrows down like the neck of a bottle, and for several weeks the theory class concentrates on mastering the disjointed prefixes in Chapter X, and the joined and disjointed suffixes in Chapter XI. Here are the students at the end of Chapter IX, with considerable writing skill already developed, eager to be thrown into the fast-running stream of business dictation. Instead, they are forced slowly and painfully through these bottle-neck chapters on the disjointed prefixes and suffixes with disastrous effect upon the growth of their writing speed.

The Shorthand Manual must present all the theory principles necessary for the writing of all the words in the English language regardless of their immediate usefulness to a stenographer in training. Up to a certain point, it is possible for the logical presentation of theory principles to go hand in hand with the development of a useful stenographic vocabulary. Concentration upon the one brings the desired results in the other. At that certain point, however, the very completeness of the Manual and its intensive treatment of large bodies of technical words make it imperative that the teacher dilute the theory, spreading it out over a dictation area many times greater than that used for the other principles of the Manual.

Chapters X, XI, and XII, for example, cannot be woven word for word into daily lesson plans with a vocabulary intensity comparable to that of the lessons on the preceding nine chapters.

Start the Advanced Course Sooner

The acquirement of shorthand skill would be materially speeded up if teachers would start what is now commonly known as the advanced shorthand course at the end of Chapter IX, instead of at the end of Chapter XII. From this point to the end of his course, the student would then master the prefix and suffix forms as they occurred in the daily dictation material. Because of the rather infrequent use of many of these forms, they would thus be learned and relearned a few at a

time, and as the student needed them to master the day's assignment.

The motivation and the dilution accomplished by this plan would heighten the student's interest in the subject and would, we feel sure, push up the final speed requirement for the theory course to a minimum speed of 75 to 80 words a minute. As a matter of fact, a speed of 80 words a minute for 5 minutes on new matter is already being attained at the end of the theory course in several schools.

In addition to speeding up the student's ability to take dictation, the shoving ahead of the so-called "advanced" course, so that it overlaps the last part of the theory course, accomplishes another very important result. It merges these two courses into one fluid, homogeneous course. The present pedagogic division of shorthand into two distinct courses, elementary and advanced, is an artificial division, which has no pedagogic reason for being, and which retards the student's progress. It is most unfortunate that this division is recognized in courses of study. The sooner it is done away with, the sooner many of the present shorthand speed-building problems will disappear.

A Preparatory Dictation Class

Certain private business schools are already eliminating this division by means of what may be termed a "preparatory dictation class" for theory students. The theory and dictation are merged by means of the following plan:

As soon as the student has completed Chapter IX, he is placed in a preparatory dictation class, meeting 30 minutes each afternoon. He stays in this class until he has completed the theory. This class, therefore, contains all theory students who are studying Chapters X, XI, and XII.

The 30-minute period is divided into three 10-minute periods. The first dictation is at the required rate at this stage of the course; the second, 10 words a minute faster; and the third, 20 words a minute faster. Each student takes as much of the three dictations as he can. Each dictation is 3 minutes long, which provides ample time for correcting outlines and reading back notes.

The dictation material for this class is taken from "Gregg Speed Studies," so that the students may have the shorthand plates available for correcting their notes.

(To be concluded)

Honorary Societies in the Field of Business Education

The roster of the national honorary societies in this field includes the names of Beta Gamma Sigma, Pi Omega Pi, Gamma Rho Tau, Alpha Iota, Phi Theta Pi, and Pi Rho Zeta.

A record of commercial education activities that did not include these honorary societies would be far from complete. The September issue of THE BUSINESS EDUCATION WORLD contained brief descriptions of Pi Omega Pi and Alpha Iota. Three others are described in this issue. We shall appreciate receiving the names of any other similar national societies that should be included in the list given above.

Phi Theta Pi

A NATIONAL honorary commerce fraternity, founded in 1925 at the American Institute of Business, Des Moines, Iowa.

Founders: R. G. Cole, Abilene, Texas; E. O. Fenton, Des Moines, Iowa; Paul G. James, Des Moines, Iowa.

Incorporated as a national fraternity September 24, 1928. The fraternity has 27 active chapters.

There are three classes of membership: active membership, open to young men of high scholarship enrolled in accredited business colleges; associate membership, open to young men who have good business positions; and honorary membership, open to older men who hold outstanding positions. Alpha Iota is its sister sorority.

Officers: President, Harry K. Burmeister, Head, Commercial Department, Perry High School, Perry, Iowa; Vice President, A. W. Heinmiller, Publicity Director, Strayer College, Washington, D. C.; Secretary and Treasurer, E. O. Fenton, President, American Institute of Business, Des Moines, Iowa; Historian, R. G. Cole, Head, Commercial Department, Abilene High School, Abilene, Texas.

National Headquarters: 525 Sixth Avenue, Des Moines, Iowa.

Gamma Rho Tau

A NATIONAL honorary and professional fraternity for men working in the commercial education field and for students and graduates of colleges, teacher training institutions, and universities offering training in commerce. Founded in 1925 at Syracuse University, Syracuse, New York.

Founder, George R. Tilford, Professor of Business Administration, Syracuse University.

The fraternity has two active chapters, one at Syracuse and one at State Teachers College, Indiana, Pennsylvania.

Officers: President, R. S. Rowland, Instructor, Commercial Education, State Teachers College, Indiana, Pennsylvania; Vice President, C. V. Clippinger, North High School, Syracuse, New York; Secretary, George R. Tilford, Syracuse University; Historian, Julius Nelson, Windber High School, Windber, Pennsylvania.

The official publication of the fraternity is the *Gamma Rho Tau Journal*.

Among the honorary members of this fraternity are Dr. E. G. Blackstone, Iowa University; J. O. Malott, Federal Emergency Administrator of Public Works, Chicago; N. B. Curtis, Westinghouse High School, Pittsburgh, and Dr. E. W. Atkinson, State Teachers College, Flagstaff, Arizona.

Pi Rho Zeta

A NATIONAL honorary fraternity open to both men and women students of private commercial schools. Founded, February 20, 1930, at Baton Rouge, Louisiana, by A. C. Hermann. The fraternity has six active chapters. Its main object is to promote a closer relationship between the students and the graduates of a school and the school itself. Its official publication is *Fraternalism*.

Officers: President, Inez Easton, Teacher, Baton Rouge, Louisiana; Vice President, James McDaniels, Amite, Louisiana; Secretary, Mrs. A. C. Hermann, Charleston, West Virginia; Treasurer, Mrs. Jack Hutton, Baton Rouge, Louisiana; National Sponsor, A. C. Hermann, Charleston, West Virginia.

Conventions and Conferences

Tri-State Commercial Education Association

THE general theme of the fall program of the Tri-State Commercial Education Association, which met in Pittsburgh on October 14, was well interpreted by Dr. William H. Bristow, in his address "Place of Commercial Education in a Program of Secondary Education."

Dr. Bristow, who is chief of the Education Bureau of the Pennsylvania Department of Public Instruction, showed the need for commercial education in the revised educational program that is bound to come out of the present social and industrial changes. At the same time, Dr. Bristow pointed out the need not only for including commercial education in our secondary program, but for adjusting it to our changing social and economic status. He also said that:

Commercial teachers should be much concerned about racketeering conditions. They have a new and heavy responsibility forced upon them because of these conditions. Fifteen billion dollars is being paid to racketeers annually. The only way many men can run their business is by paying tribute to organized crime.

There must be some way in which commercial teachers can help put a stop to this deplorable condition. They should do their utmost to inform their students about racketeering and to develop such attitudes and ideals in these business men and women of the future that they will absolutely refuse to pay homage to organized crime.

Two new sectional programs were introduced this fall. These were devoted to educational guidance and administrative problems in commercial education.

The Tri-State Commercial Education Association was originally known as the Western Pennsylvania Commercial Education Associa-



R. G. WALTERS
Tri-State President

tion. The increasing number of Ohio and West Virginia teachers in attendance resulted in a change in the name to the Tri-State Commercial Education Association.

The association meets every fall and spring. A reception and dance is generally held on Friday night preceding the professional meetings, which are held on Saturday morning. Sectional meetings devoted to the chief commercial subjects are held at the time of the fall meeting. The spring meeting includes an exhibit by publishers and manufacturers of office appliances. Officers are elected only at the spring meeting. (For list of present officers, see page 22 of the September issue of this magazine.)

A Super Program in Preparation for the Cincinnati Meeting

SCHOOLS have begun another year's work, and many changes are being made. Some people are saying that education has failed, in that traditional education has narrowed the individual and his interests to a minimum of

human experience. Socially, the results have been dire.

"Planning for the Future in Education for Business" is surely an appropriate theme for

(Continued on page 145)

Official B. E. W. Directory of Commercial Education Associations

(Continued from last month)

MARYLAND

MARYLAND STATE TEACHERS ASSOCIATION

Commercial Section

President: Harvey Jones, Baltimore City College, Baltimore.

Secretary-Treasurer: Mollie F. Saffell, Franklin High School, Reisterstown.

MICHIGAN

MICHIGAN BUSINESS SCHOOLS ASSOCIATION

President: Eldon E. Baker, President, Baker Business University, Flint.

Vice President: Emilia Kennedy, Parsons Business School, Kalamazoo.

Secretary-Treasurer: J. A. Ebersol, Acme Business College, Lansing.

MICHIGAN EDUCATION ASSOCIATION

District Commercial Sections

Chairmen: Hugh Tarrant, Roosevelt High School, Wyandotte; Lawrence M. Peck, Northern High School, Flint; Lester Lindquist, High School, Paw Paw; Edward H. Muehrke, Negaunee; E. E. Winters, Davis Technical High School, Grand Rapids; Ralph Peterman, Eastern High School, Lansing.

MINNESOTA

MINNESOTA EDUCATION ASSOCIATION

Commercial Section

President: Margaret Marshall, High School, Winona.

Vice President: Edward Westman, North High School, Minneapolis.

Secretary-Treasurer: Vera Strickler, Mechanical Arts High School, St. Paul.

MISSISSIPPI

MISSISSIPPI EDUCATION ASSOCIATION

Commercial Section

Chairman: Mrs. Margaret Buchanan, Mississippi State College for Women, Columbus.

MISSOURI

MISSOURI STATE TEACHERS ASSOCIATION

Commercial Section

Chairman: R. D. Shrewsbury, Hadley Vocational School, St. Louis.

Vice Chairman: J. V. Toner, High School, Boonville.

Secretary: Pauline Van Eman, High School, Gallatin.

NORTHEAST MISSOURI DISTRICT TEACHERS ASSOCIATION

Commercial Section

General Chairman: Freda Bruns, State Teachers College, Kirksville.

NORTHWEST MISSOURI TEACHERS ASSOCIATION

Commercial Section

Chairman: E. L. Kelley, State Teachers College, Maryville.

Secretary: Minnie B. James, State Teachers College, Maryville.

Southwest District, Commercial Section

Chairman: Isabel Denham, High School, Webb City.

Vice Chairman: Kathleen Murphy, High School, Monett.

Secretary: Beulah Jackson, High School, Joplin.

MONTANA

MONTANA EDUCATION ASSOCIATION

North Central Division, Commercial Section

Chairman: Everett G. Reed, High School, Great Falls.

NEBRASKA

NEBRASKA STATE TEACHERS ASSOCIATION

Commercial Section

Chairman: Mrs. Frances Rein, Lincoln High School, Lincoln.

NEW JERSEY

HIGH SCHOOL COMMERCIAL TEACHERS ASSOCIATION OF NEW JERSEY

President: George E. Hess, Head, Commercial Department, High School, Atlantic City.

Vice President: Charles F. Hainfeld, Head, Commercial Department, Union Hill High School, Union City.

Secretary: A. Deane Nichols, Head, Commercial Department, High School, Clifton.

Treasurer: G. G. Gudmundson, Head, Commercial Department, Jefferson High School, Elizabeth.

NEW YORK

ACCOUNTING AND COMMERCIAL LAW TEACHERS ASSOCIATION OF NEW YORK CITY

President: Maurice Gottlieb, Seward Park High School, New York.

Vice Presidents: Jacob Aranoff, Samuel J. Tilden High School, Brooklyn; Mrs. Marie Ascher, James Monroe High School, New York.

Secretary: John J. Cummings, New Utrecht High School, Brooklyn.

Treasurer: Mrs. Adrienne V. Scott, Washington Irving High School, New York.

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(Continued from page 143)

discussion at the thirty-sixth annual meeting of the National Commercial Teachers Federation, December 27-29. This general theme does not mean that the old has been cast aside, but it does mean that business education must continue to be adjusted in such a way that it will more adequately meet the needs of modern living.

Come to the meeting of the N. C. T. F. in Cincinnati and keep abreast of what is going on. Leaders in the field of business education will discuss topics that are of vital interest to all commercial teachers. Remember that through rigid economy there has been curtailment of business education to such an extent that those of us who are interested in our jobs should be alert to these drastic changes that are taking place.

The Netherland Plaza Hotel will have ample accommodations for all delegates at nominal prices and the railroads will offer special rates. Do not think that you cannot afford to come; think, rather, that you cannot afford to stay away. The complete program will be published in the December issue of this magazine.



NETHERLAND PLAZA HOTEL, CINCINNATI

Send your application and \$2 membership fee to the Secretary, Bruce F. Gates, Gates College, Waterloo, Iowa. Let me suggest, also, that you make your hotel reservation early.

ELEANOR SKIMIN, *President.*

E. C. T. A. Plans

THE Eastern Commercial Teachers Association has entered upon a new year, its thirty-eighth. It is the purpose of its officers and executive board to have the 1934 yearbook and convention program concentrate on the problems of the changing economic order.

The yearbook will have for its title, "Business Education in a Changing Economic and Social Order," with a supplement, The Eastern Commercial Teachers Association, 1898-1933. The general subjects for the convention program will be the same as those for the yearbook, special attention being given to the question of readjustments of methods, etc.

The convention will be held at the Hotel Statler, Boston, Massachusetts, March 29-31.

J. F. ROBINSON, *President.*

Business Education Calendar

November

- 2-4 Iowa State, Des Moines.
- 3-4 Arizona State, Phoenix.
- 3-4 Colorado, Eastern Division, Denver.
- 3-4 Kansas State, Wichita.
- 3-4 New York, Central Western Zone, Rochester.
- 3-4 New York, Western Zone, Buffalo.
- 3-4 North Carolina, Central District, Raleigh.
- 4 New York City Gregg Shorthand Teachers Association, New York.
- 4 Commercial Education Association of New York City and Vicinity, New York.
- 4 New England High School Commercial Teachers Association, Cambridge.
- 9-10 Delaware State, Wilmington.
- 10 Missouri State, St. Louis.
- 10-14 New Jersey State, Atlantic City.
- 24 Illinois State, Champaign.
- 24-25 Idaho State, Boise.
- 30 Texas State, Austin.
- 30 Southern Commercial Teachers Association, Birmingham, Alabama.

December

- 1 Virginia Commercial Teachers Association, Richmond.
- 1-2 Texas State, Austin.
- 27 National Association of Accredited Commercial Schools, Cincinnati, Ohio.
- 27 American Association of Commercial Colleges, Cincinnati, Ohio.
- 27-29 National Commercial Teachers Federation, Cincinnati, Ohio.
- 29 Pennsylvania State, Philadelphia.

(Continued from page 144)

COMMERCIAL EDUCATION ASSOCIATION OF NEW YORK CITY AND VICINITY

President: Simon J. Jason, Administrative Assistant, Walton High School, New York.

Vice Presidents: Professor George M. Brett, Chairman, Department of Accounting, College of the City of New York; Thomas G. O'Brien, President, Drake Schools, New York.

Secretary: Mildred K. Bentley, Girls' Commercial High School, Brooklyn.

Treasurer: Henry Smithline, Chairman, Department of Accounting and Business Practice, Grover Cleveland High School, Ridgewood, L. I.

Executive Committee Member: Nathaniel Altholz, Director of Commercial Education, New York.

NEW YORK CITY GREGG SHORTHAND TEACHERS ASSOCIATION

President: Mrs. Frank J. Arnold, First Assistant, Eastern District High School, Brooklyn.

Vice Presidents: Alexander Rosen, Acting Head, Shorthand Department, Abraham Lincoln High School, Brooklyn; Martha E. Bowen, Haaren High School, New York.

Secretary-Treasurer: Archibald Alan Bowle, 270 Madison Avenue, New York.

NEW YORK STATE BUSINESS EDUCATION ASSOCIATION

President: Ernest W. Veigel, Jr., General Manager, Rochester Business Institute, Rochester.

Vice President: William S. Risinger, Utica School of Commerce, Utica.

Secretary: Irving E. Chase, U. S. Secretarial School, New York.

Treasurer: George Wolf, Bird's Business Institute, New York.

Executive Committee: Ernest W. Veigel, Jr.; William S. Risinger; Irving E. Chase; George Wolf; Prentiss Carnell, Albany Business College, Albany; Sherman C. Estey, Merchants and Bankers Business School, New York; Fred E. Peters, Chown School of Business, Buffalo.

NEW YORK STATE TEACHERS ASSOCIATION

Note: The zone meetings of this association were held during the month of October—too late for the newly elected officers to be published in this issue. They will appear in the December issue.

NORTH CAROLINA

NORTH CAROLINA EDUCATION ASSOCIATION Commercial Section

President: Patty Spruill, Woman's College, University of North Carolina, Greensboro.

Vice President: Ethel Solloway, Head, Commercial Department, High School, Durham.

Secretary: Anna Lula Dobson, Head, Commercial Department, R. J. Reynolds High School, Winston-Salem.

Northwestern District, Commercial Section

Chairman: Audrey Joyner, Senior High School, Greensboro.

Vice Chairman: Gertrude Smitherman, North Junior High School, Winston-Salem.

Secretary: Ruth Ford, R. J. Reynolds High School, Winston-Salem.

Western District, Commercial Section

President: Pearl Jones, Rutherfordton Spindale High School, Spindale.

Vice President: Anna Patton, High School, Hendersonville.

Secretary: Mrs. C. L. Lowrance, High School, Asheville.

NORTH CAROLINA STATE TEACHERS ASSOCIATION North Central District, Commercial Section

Chairman: Thomas Clyde Pierce, Durham College of Commerce, Durham.

Vice Chairman: Mrs. Walter Lee Lednum, Durham College of Commerce, Durham.

Secretary: Laura Bell, Hugh Morson High School, Raleigh.

Northeastern District, Commercial Section

Chairman: Katherine Mellette, High School, Washington.

Secretary: Josephine Bryant, High School, Plymouth.

South Piedmont District, Commercial Section

Chairman: D. C. Spickard, Technical High School, Charlotte.

Vice Chairman: Hattie A. Campbell, Boyden High School, Salisbury.

Secretary: Willie Ruby Blackburn, Central High School, Charlotte.

NORTH DAKOTA

NORTH DAKOTA EDUCATION ASSOCIATION Commercial Section

President: Mable Hartje, High School, Jamestown.

Secretary-Treasurer: Anne Monson, High School, Grand Forks.

OHIO

OHIO BUSINESS SCHOOLS ASSOCIATION

President: S. E. Hedges, President, Canton-Actual Business College, Canton.

Vice President: F. J. Miller, Tiffin Business University, Tiffin.

Secretary: C. A. Neale, Hammel Business University, Akron.

Treasurer: J. T. Thompson, Steubenville Business College, Steubenville.

OHIO COMMERCIAL TEACHERS ASSOCIATION

President: Irving R. Garbutt, Director of Commercial Education, Cincinnati.

Vice President: Arden L. Allyn, Principal, Bliss College, Columbus.

Secretary-Treasurer: Imogene Pilcher, Head, Commercial Department, Lincoln High School, Cleveland.

OKLAHOMA

OKLAHOMA EDUCATION ASSOCIATION Commercial Department

President: Edith White, Director of Business Education, Tulsa.

Vice President: Kate Frank, Central High School, Muskogee.

Secretary: Lenna Lawson, High School, Wewoka.

PENNSYLVANIA

LEHIGH VALLEY ARTS ASSOCIATION

Commercial Section

Chairman: Julia T. Baum, Liberty High School, Bethlehem.

Secretary: Elizabeth Dietrich, High School, Allentown.

PENNSYLVANIA STATE EDUCATION ASSOCIATION

Southeastern District, Commercial Section

President: Alfred M. Hoffman, Overbrook High School, Philadelphia.

Vice President: Warren E. Neilson, Gratz High School, Philadelphia.

Secretary-Treasurer: Marguerite Evans, Germantown High School, Philadelphia.

Southern District

President: Ralph H. Savage, High School, Lebanon.

Vice President: H. C. Frey, High School, Steelton.

Secretary: Helen Seltzer, High School, Lebanon.

PENNSYLVANIA STATE TEACHERS ASSOCIATION

Commercial Section

President: A. Park Orth, William Penn High School, Harrisburg.

Vice President: Clinton M. File, Indiana State Teachers College, Indiana.

Secretary: Elizabeth Greek, High School, Steelton.

SOUTH CAROLINA

SOUTH CAROLINA EDUCATION ASSOCIATION

Commercial Section

President: Carroll James, High School, Charleston.

Vice President: Annie Royse, High School, Columbia.

Secretary: Vera Milhous, High School, Columbia.

TENNESSEE

TENNESSEE STATE TEACHERS ASSOCIATION

Commercial Section

President: Helen Franklin, Hume-Fogg High School, Nashville.

Vice President: Ivy McKinnie, High School, Jackson.

Secretary-Treasurer: Mrs. Dora Newman, Central High School, Nashville.

TEXAS

TEXAS STATE TEACHERS ASSOCIATION

Commercial Section

Chairman: Irma Deane Fowler, Deputy State Superintendent, State Department of Education, Austin.

Secretary: Florence Stullken, School of Business Administration, University of Texas, Austin.

UTAH

UTAH EDUCATIONAL ASSOCIATION

Commercial Section

President: Keith Wahlquist, Principal, Weber County High School, Ogden.

Vice President: E. E. Erickson, University of Utah, Salt Lake City.

Secretary-Treasurer: B. A. Fowler, Vermont Building, Salt Lake City.

VIRGINIA

VIRGINIA COMMERCIAL TEACHERS ASSOCIATION

Commercial Section

President: E. F. Burmahln, Head, Department of Business Education, E. C. Glass Senior High School, Lynchburg.

Vice President: Jennie Daughtrey, Maury High School, Norfolk.

Secretary-Treasurer: Erma Lee Porter, E. C. Glass Senior High School, Lynchburg.

WEST VIRGINIA

WEST VIRGINIA STATE EDUCATION ASSOCIATION

Commercial Section

President: M. P. Skinner, Head, Commercial Department, High School, Weston.

Vice President: Mildred Sentz, Warwood High School, Wheeling.

Secretary: Hollis P. Guy, Woodrow Wilson High School, Beckley.

Treasurer: Gertrude Kirkpatrick, West Junior High School, Huntington.

Note: A brief supplement to this directory will be published in a subsequent issue.

School News and Personal Notes

DR. JOHN R. GREGG, accompanied by Mrs. Gregg and their daughter, Kate Kinley, have returned to New York after a very busy trip to England, Ireland, and Scotland. In the course of his trip, Dr. Gregg attended the Congress of the World Federation of Education Associations at Dublin and the meetings of the National Gregg Association at New College, Oxford. He also

gave two addresses at the Glasgow and West of Scotland Commercial College, an institution under the direction of the Ministry of Education for Scotland and devoted largely to the training of commercial teachers.

In an early issue, Dr. Gregg has promised to write an article describing his experiences and giving us some impressions of his visit to the other side.

EARL W. BARNHART has joined the faculty of the School of Education of the College of the City of New York. He will offer methods courses for those undergraduates in the School of Business who are preparing to become teachers of commercial subjects. In order to do this, he has taken a year's leave of absence from the Federal Board for Vocational Education, with which he has been associated for the past thirteen years. Mr. Barnhart has also registered as a graduate student in Columbia University.

MISS E. VIRGINIA GRANT, for a number of years with Pace Institute, New York City, has been engaged to take charge of the Office Training Department of the Merchants & Bankers School, New York City.

TB. BRIDGES, president of the famous chain of Heald Schools in California, has had a new title recently conferred upon him, that of Granddaddy, when his son, "Jim" Bridges, announced the birth of a child.

CHARLES E. KEYES retired last June from the educational administration department of the Oakland, California, public schools. He is now on the staff of Heald College of that city as director of guidance and placement.

DR. HERBERT A. TONNE, Assistant Professor of Education, New York University, has been appointed Editor of the *National Business Education Quarterly* to succeed Earl W. Barnhart, who has relinquished the editorship to devote his full time to the development of commercial education courses at the College of the City of New York.

THE merger fashion has finally hit the educational institution. A great educational merging is under way, sponsored by the presidents of two of the largest endowed universities in the country—the University of Chicago, and Northwestern University. President Walter Dill Scott and President Robert Maynard Hutchins have concluded to have the 22,000 students of these two institutions see what they can do by substituting cooperation for rivalry. The effect of this combination will be watched with great interest. Sir Josiah Stamp, British economist and railway president, is the foremost champion of this plan, having been instrumental in bringing about similar mergers in Great Britain.

IN celebration of the fortieth anniversary of the Dyke School of Commerce, Cleveland, Ohio, Common Pleas Judge John P. Dempsey, an alumnus of the school, presented a portrait of Frank L. Dyke, founder of the school, to Harry E. Carrier, educational director of the Dyke School.

Half a century ago, when penmanship was a vital part of our education, Frank L. Dyke, himself an expert penman and pen-and-ink artist, used to drive in his buggy over northern Ohio teaching children to write.

Gradually, although he continued to believe that it was important to write a legible hand, he came to see that young people were going to look forward more and more to business careers. In 1893 he founded the Dyke School of Commerce, which opened its doors to exactly two students.



HARRY E. CARRIER (LEFT) RECEIVING PORTRAIT OF FRANK L. DYKE FROM JUDGE JOHN P. DEMPSEY (RIGHT)

Today, no less than 25,000 students have followed in the footsteps of those two. Some of the notable alumni are: Jay Iglauer, Comptroller, Halle Brothers; Frank B. Stearns, noted motor genius; Fred C. Albert, a well-known Cleveland business man; Stanley Baldwin, merchandising director of the Willard Storage Battery Company; and Albert D. Carlton, executive of the Cleveland Cliffs Iron Company.

Miss Katherine Edwards is president of the Dyke School of Commerce and Mrs. Margaret H. Hait is its secretary.

STANTON A. RALSTON, for several years head of the commercial department of the Central High School, Newark, New Jersey, has been appointed principal of the East Side High School of that city.

THE Woodrow Wilson High School of Commerce was organized in September in Camden, New Jersey, with William H. Wythes as principal.

WE congratulate our British cousin, *The Gregg Shorthand Magazine*, on the attractiveness of its new format. It, too, like *The American Shorthand Teacher*, has changed its name for a similar reason. Its new name is *The Gregg Magazine*. Ernest W. Crockett has relinquished the editorship and will devote his full time to the business of The Gregg Publishing Company, Ltd.

We welcome the return of F. Addington Symonds to the editorship of *The Gregg Magazine* after an absence of some twelve years filled with journalistic experiences in England and South Africa.

THE Houston Junior College, Houston, Texas, introduced first-year shorthand and typing this fall. Naason K. Dupre is dean of the college.

NEWLY elected presidents of three leading eastern universities: Dr. James Bryant Conant, Harvard University; Dr. Harold Willis Dodds, Princeton University; Dr. Harry Woodburn Chase, New York University.

A NEW ruling by the New York State Board of Regents enables prospective lawyers to do their prelaw work at collegiate business schools. Graduates of commercial high schools will receive entrance credit from collegiate schools of business for such subjects as bookkeeping and stenography. Graduates of business schools of college grade will be admitted to law school.

Walter F. Nenneman

WITH deep sorrow we record the death of Mr. Walter F. Nenneman, Secretary-Treasurer of The Gregg Publishing Company, who passed away in Chicago on September 13 from an attack of acute indigestion.

Walter F. Nenneman was born in Chicago on August 12, 1881. In 1899, he enrolled in

the evening classes of Gregg School, then conducted by Mr. Gregg, and in 1901 he became the first employee of the publishing business,



WALTER F. NENNEMAN

which was then beginning to expand from the Gregg School. The publishing business was incorporated in 1907, and two years later Mr. Nenneman became secretary and treasurer of the Company, succeeding Mr. Raymond P. Kelley, who had resigned to become school director of the Remington Typewriter Company.

For the succeeding twenty-three years, Mr. Nenneman had charge of the finances of the Company, and also supervision of all the manufacturing for the western offices. He was intensely interested in the development of the business of the Company of which he had been a part from the beginning. It was said of him that he had a more intimate knowledge of the private business schools and commercial departments in public schools west of the Alleghenies than anyone else in the country.

Mr. Nenneman was of a modest and rather retiring disposition, but he had a quiet sense of humor. He was much beloved by all the employees of the Company and highly respected by all who knew him. His passing will be mourned not only by his associates and relatives but by a large circle of friends.

Our deep sympathy goes to his widow and daughter.

(Continued on page 162)

Book Reviews

By JESSIE GRAHAM, Ph.D.

Assistant Professor of Commerce, State Teachers College, San Jose, California

FOR the November reading program of teachers and administrators interested in business education, books dealing with various phases of their work have been selected. The wide variety of subjects covered in these books indicates the breadth of interest and knowledge demanded today of teachers of business subjects, and the necessity for reading and thinking along many lines as a basis for the formulation of an adequate philosophy of business education.

PHILOSOPHIES OF EDUCATION CURRENT IN THE PREPARATION OF TEACHERS IN THE UNITED STATES, by Francis E. Peterson, Ph.D., Teachers College, Columbia University, Contributions to Education, No. 528, New York, 1933, 147 pp., \$1.50.

It is vitally important for each teacher to develop not only a philosophy of education, but also "discerning sensitivity to the beliefs and assumptions which underlie any attitude or point of view."

An excellent method by which the teacher may check his own philosophy and his ability to recognize interrelationships and logical connections among certain views held by him is by a study of the issues in educational theory presented in this book. Seventy-nine statements representing controversial issues in educational theory are grouped into seven major categories: static-dynamic, academic-direct life, science-philosophy, traditional individualism-socialism, heredity-environment, passive-active, and separate mind-naturalistic view.

Chapter III of the book is devoted to a clear and concise summarization of current thought on each of these categories. The result of the scoring of these statements, and 71 propositions relating to social theory by 551 faculty members of 25 teacher-training institutions is presented in a later chapter.

The conclusions reached are thought-provoking. The fact that those who train teachers hold contradictory views relative to educational theory and social issues leads to speculation as to the effect of chance enrollment in courses given by various instructors upon the philosophy of education held by the prospective teacher.

The indictment is made that "it would seem that many teachers have acquired the vocabulary of various trends and movements in

education, but have failed to gain a deeper understanding of the philosophy that underlies them. They readily react to slogans, but quite as readily vote their acceptance of ideas that are in direct conflict with the principles of the movements in which those slogans are used." One remedy for this state of affairs is a careful study of the principles of education set forth in this book.

Teachers of business subjects will be interested in a similar investigation involving teachers in schools conducted by the Young Men's Christian Association.¹ These teachers were asked to indicate their beliefs as to 22 objectives in terms of growth of persons, 43 selected issues in educational theory, and 71 social issues, the latter being identical with those used by Dr. Peterson in his study.² Teachers in business schools were found to be more traditionally minded upon the issues in educational theory than were the other teachers and to be more inclined to favor traditional individualism than socialization. The point of view held by any group of teachers, however, is not subject to criticism if it is carefully thought out and based upon wide reading along educational and social lines.

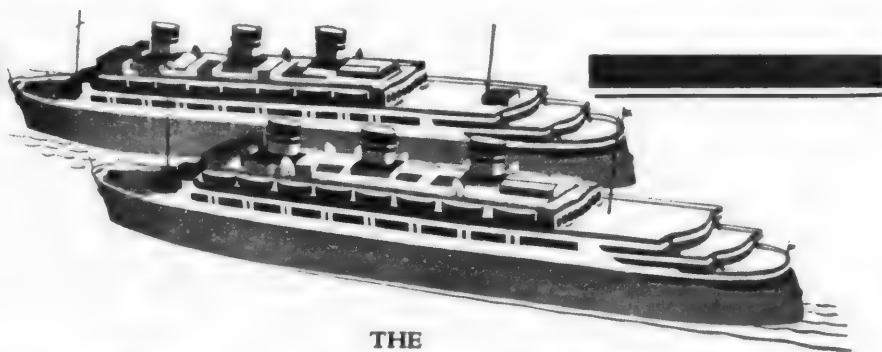
RADIO, THE ASSISTANT TEACHER, by B. H. Darrow, R. G. Adams & Company, Columbus, Ohio, 1932.

Forward-looking educators may well ask themselves the question, What are the possibilities of radio in education? They will therefore welcome this book written by the founder and director of the Ohio School of the Air, as it is the first book dealing with the pedagogy of education by radio.

Practical help for those who are planning to make use of the radio in education may be secured by reading the discussions of the various topics presented, among which are: purposes of radio education, preparation and presentation of educational broadcasts, classroom use of radio lessons, and the measurement of the effectiveness of educational broadcasts.

¹ "View Points on Social Issues, Educational Objectives, and Educational Theories," General Education Service, National Council of the Y. M. C. A., New York, May, 1932 (pamphlet).

² Manly H. Harper, "Social Beliefs and Attitudes of American Educators," Bureau of Publications, Teachers College, Columbia University, New York, 1927.



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(Continued from page 150)

YOU AND YOUR JOB, by James John Davis and John Calvin Wright, John Wiley & Sons, Inc., New York, 1930, 242 pp., \$2.

This easily read and fascinating book gives one the benefit of the experiences and observations of two men from their early days in steel mill and on farm, through various activities, to the Secretaryship of Labor for James John Davis and the Directorship of the Federal Board for Vocational Education for John Calvin Wright.

The book, of the inspirational type, is addressed to the worker, and is concerned with the psychology and philosophy of work. The topics discussed include: Why We Work, A Job for Everyone, Choosing Your Job, Training and Education, Getting the Job or Earning Your First Dollar, Your Job and Your Employer, Your Job and Your Home, Your Job and Your Country, and Your Job and Yourself.

On practically every page there are interesting little anecdotes illustrating the points made. Quotations from famous men as to "you and your job" are included. Everyone who works, or who is planning to work, and those who have to do with the training and guidance of prospective workers will find enjoyment and sound advice in this book. Young people will feel that the conversational style is particularly appealing.

MANAGING MINDS, by Charles R. Allen and Harry A. Tiemann, The Century Company, New York, 1932, 286 pp., \$2.50.

The authors of this book practice what they preach by giving many concrete examples of the practical application of psychology to the teaching of vocational subjects. The teacher's need for familiarity with the latest developments in psychology is emphasized by the statement that, as we respect a person who can do a good job, so we respect a teacher who is an expert in using the tools of the teaching profession, based on a knowledge of psychology.

In order that teachers may think in terms of the pupil's way of thinking, they should have a considerable knowledge of different types of minds and how they react. As the teacher of vocational subjects deals chiefly with minds that react to concrete situations, he will find the practical illustrations of ways of dealing with such minds helpful. Then, too, it is stimulating to read a well-organized discussion of what teachers can do to assist pupils and just as valuable to learn what teachers cannot do.

Much practical help can be obtained by teachers of business subjects from the discussions of such topics as teaching procedures used in secondary schools, the conference method for adults, adolescent characteristics, and ways of learning.

MODERN BUSINESS ENGLISH, Revised Edition, by A. Charles Babenroth, Ph.D., revised by Peter T. Ward, A.B., LL.D. Prentice-Hall, Inc., New York, 1933, 552 pp., \$4. [Reviewed by Harriet P. Banker.—Ed.]

This thorough revision retains the general features of the original edition, even while it has been expanded and simplified where necessary.

Part I offers a direct and forceful presentation of the general principles of business expression built around the seven C's—consideration, construction, compactness, correctness, character, concreteness, and cheerfulness.

After establishing a clear concept of the two-fold nature of English, literary and business, the authors expound their theories of sound business composition and support their presentation by copious illustrations drawn from current business writings.

In Part II, considerable space is devoted to the different types of business letters. Other forms of communication, however, such as the effective compilation of reports, are amply treated.

The perforated Personal Progress Record at the end of each chapter—an added feature of the revised text—merits special comment because of the practical value to the student in evaluating his work.

The text contains an abundance of exercise material.

PROBLEMS IN BUSINESS EDUCATION, by Benjamin R. Haynes and Jessie Graham, University of Southern California Book Store, Los Angeles, 1933, 128 pp., \$1. [The following review was written by Herbert A. Tonne, Ph.D., Assistant Professor of Education, New York University.—Ed.]

Here is a boon to the distracted graduate student looking for a problem to work upon. His instructor will be glad to have a source to recommend after he has been asked for the hundredth time during the current term, "Will you please give me a problem?" Here you will find one thousand and one suggestions for term papers, seminar problems, and theses. The book is, in fact, a regular Aladdin's Lamp for the research student in business education. The proposed titles deal with all phases of business education and are well classified. Just looking through the list gives one an excellent idea of things still to be done, and, as the number of titles suggest, these things are manifold.

Doctors Haynes and Graham are also co-authors of "Research in Business Education" (C. C. Crawford, Los Angeles, California, 1932) and have also made several other contributions individually.

Key to the Shorthand Plates

In the November "Gregg Writer"

Counted at a uniform syllable intensity of 1.40

Collecting Ships

St. George's Executive Has Fleet of Historic Vessels, Including Warships Captured by Dewey at Manila

Ordinary mortals can indulge their collector's fancies by assembling rare specimens of everything²⁰ from shoes to sealing wax, but it isn't everyone who can collect ships. That, however, is the hobby of⁴⁰ His Worship, the Mayor of St. George's, Bermuda, William E. Meyer, who has a peaceful, well-protected harbor⁶⁰ at his door to keep his vessels in.

But Mayor Meyer's fleet is not an ordinary one. Each vessel has⁸⁰ had a long and interesting history before it found its way to its last berth in the sunny Bermuda¹⁰⁰ waters, a majority of them having formerly seen service in wars of various parts of the world.

Perhaps¹²⁰ the most interesting to Americans is the old "Isla de Luzon," built in England for the Spanish¹⁴⁰ Navy and captured by Admiral Dewey at the battle of Manila. It was subsequently sold by the¹⁶⁰ government to a firm in the Bahamas for salvage work, but was disabled on a voyage to England, where¹⁸⁰ she was returning for repairs. Some of the rooms still have the elegant mahogany paneling which made her²⁰⁰ a luxurious vessel in the days of her greatest glory.

By far the most historic of Mayor Meyer's²²⁰ romantic old fleet is the "Medway," specially built by the British with a shallow draft for river passage in²⁴⁰ the Sudan campaign of the '90's. She was sent to the relief of General Gordon, who was besieged at Khartum²⁶⁰ and finally overcame one of the most gallant defenses in British military history. England's²⁸⁰ great General Kitchener won his first fame here by avenging the death of Gordon, and is still known as³⁰⁰ "Kitchener of Khartum." Later the "Medway" was sent to Bermuda as guardship to the Dutch prisoners landed³²⁰ there during the Boer War.

Another interesting old ship in the collection is the "Shah," which saw service for³⁴⁰ some years in the last century to guard mail and property of British citizens in the South American³⁶⁰ countries along the Pacific Coast. Once a splendid frigate carrying 26 guns, she is even yet of³⁸⁰ some service for the storage of coal. A ship of Russian origin, the "Dorothea," picked up as a derelict⁴⁰⁰ at sea by a United States revenue cutter, and a Norwegian bark, the "Taifus," are other relics⁴²⁰ of past sea glory in the collection.

Not content with ships, Mayor Meyer has also made a collection of⁴⁴⁰ old cannon some of them off the vessels he has bought, and some of them recovered from old forts in Bermuda, grim⁴⁶⁰ reminders of the days when Bermuda was an important military outpost. His home, "The Palms," which overlooks⁴⁸⁰ St. George's Harbor, and the mooring ground of his ships, is terraced in the fashion of the old Bermuda⁵⁰⁰ fortifications, so that his collection of ordnance might have an appropriate setting. From the harbor, the⁵²⁰ battle-mented wall of his grounds resembles a fortress of the old style, ivy-covered but with here and there the⁵⁴⁰ muzzle of a cannon projecting from the parapet.

More peaceful in character is the Mayor's collection⁵⁶⁰ of palm trees, which includes every one of the score of species which grows on the islands. (576)

Time? You've All There Is!

By Charles Stelzle, in the "Watchman-Examiner"

"If I had the time."

Well—nobody has any of your time—and you have all the time there is—twenty-four hours a²⁰ day.

You will never have more time than you have now. Neither legislatures nor social systems can create more of⁴⁰ it.

Stars and sun and moon will continue to revolve in their orbits, regardless of labor agitators and⁶⁰ social revolutions.

Darkness and light are relentless. There is just so much of each.

"If I had the time."

What do⁸⁰ you do with what you have got?

Some people "kill time."

Others "pass it away."

Think of it—!

When time is everything.¹⁰⁰

You have heard it said that "Time is money."

But money is the cheapest thing in the world. After you get it, you have¹²⁰ got to adjust your time properly to make the best use of it.

You may have all the money in the world, and it¹⁴⁰ would be worthless without time rightly used.

There is this difference between time and money: if you would save your money¹⁶⁰ you will have to hoard it, but if you would save your time, you will have to spend it.

And the more completely your time¹⁰⁰ is spent for worthwhile things, the richer you will become, in intelligence, in character, in power—and in money,²⁰⁰ too.

For the wise spender of time is soon equipped to earn more money—it will come as quite the natural result²²⁰ of well-spent time.

"If I had the time."

Nobody has more time than you have. Each new day contains twenty-four golden²⁴⁰ hours—and every one of us starts out with an equal chance to use them aright. (255)

Curious Clippings

The Chinese have a funny kind of alarm clock, according to "Playmate." If a man wants to wake up at six³⁰ o'clock, he takes a piece of punk that will burn just that long, lights it and puts one end between his toes; then goes off to sleep.⁴⁰ When the punk has burned down to his toes—you have it—it's time to get up. The Chinese must be very quiet sleepers! (60)

• • •

That method would hardly do for a railroad man, however. His timepiece must be so accurate as not to vary²⁰ more than thirty seconds a week—only one off in every twenty thousand in the whole week's run of¹⁰ 604,800 seconds—or the watch is retired as undependable. (56)

• • •

Even pumpkins appreciate modern conveniences. Down Kansas way, the "Southern Farmer" avers, a big one²⁰ on the Dean Schneberger farm near Belleville, found a pair of old bedsprings in the way and calmly grew up through the coils⁴⁰ and around them until the springs and the pumpkin are one. "That pumpkin deserves to rest well," the clipping concludes. (59)

Old Loves for New

Let us learn to let go of things. Old loves, old hopes, old dreams and ambitions—how we cling to them as though our very²⁰ lives depended on them! As though each passing day did not teach us that there are always new loves, new hopes and new dreams⁴⁰ awaiting us, just as there are new disappointments and griefs.

Nothing stays; all things are passing, and it is only⁰⁰ fools who try to interfere with the great natural laws.

We should see things as a whole. We are all a part of a⁰⁰ big plan, and whatever part we are to play in that plan will eventually be assigned to us.

In the meantime,¹⁰⁰ we can only take the bitter with the sweet, and learn, from the bitter moments that bring failure and tears, how to¹⁰⁰ appreciate to the fullest the moments that are sweet—and how to live life in the present. (136) *From Nuggets.*

Easy Letters on Chapters VII-IX

I

Dear Madam: Without question, you, as well as many another woman of taste, have been waiting for our yearly²⁰ winter sale of dresses.

We have brought together in this sale all the newest things, both in the dress and sport models.⁴⁰ You will be delighted with the dresses made of the new material now on the market.

We are sending you⁰⁰ today an announcement of the sale and hope to receive an order from you by the next mail. Yours very truly, (80)

Dear Sir: Perhaps you have forgotten about the \$20 storage bill for the furniture that you left with⁴⁰ us a few months ago.

According to the terms of our agreement, the furniture should be sold in default of⁴⁰ payment. If we do not hear from you promptly, we will consider that this arrangement is still satisfactory⁰⁰ to you and we will sell the furniture at auction, sending you the returns from the sale less the expenses to⁰⁰ which we may be put and the storage charge. Yours truly, (89)

Gentlemen: The manager of a large firm in this city said, a day or two ago, that it takes a lot of²⁰ courage for a man to go into business for himself. The average man would rather let the other fellow⁴⁰ carry the heavy burden.

But, with the right kind of equipment, the drudgery of office work is simplified⁰⁰ and the chances for error diminished. Our new style loose-leaf ledger is a wonderful timesaver and will help⁰⁰ you keep your accounts accurately.

Our representative will call on you in a few days and tell you more about¹⁰⁰ it. Very truly yours, (105)

Dear Sir: Doubtless you know that Mr. Berry from England, who is making a visit to the United States, will⁰⁰ arrive in Cleveland Monday.

He can give you an authentic report of the financial condition of our⁴⁰ company over there.

Please decide what day you can see him and mail a letter addressed to him at 112⁰⁰ South Main Street, Buffalo, New York. Sincerely yours, (69)

II

Dear Mr. Gillard: Have you ever thought how comfortable your home would be if you were to install an oil burner?²⁰

You would be spared the trouble of kindling fires, of shoveling coal, and of carrying out ashes. You would have⁴⁰ even heat in winter, also in the balmy days of spring and the early days of summer, when it is so hard⁰⁰ to

keep a fire burning steadily. You would come back after spending several days out of town to a comfort⁸⁰ and warmth rarely to be found in the average home.

We believe you will not want to put in another winter¹⁰⁰ without our oil burner. When may we call to explain it more fully? Respectfully yours, (116)

Gentlemen: Your last shipment of No. 2 corn has been received. The quality is entirely satisfactory.⁸⁰ We expect to have a greater demand for your highest quality in a week or two, but at this time we⁴⁰ are not able to say exactly how much we will need. We shall hear from our representative in a day or⁶⁰ two, at which time we shall write you fully telling you how much we ought to have at the beginning of the month.

We⁸⁰ are also in the market for several cars of No. 1 wheat. This is to be used for seeding purposes¹⁰⁰ and it must be clean and of the best quality. Let us know if we can depend upon you for it. Yours truly, (120)

Dear Sir: We are sending you one of the best sample sheets of paper, India tint, that we have on hand. This paper³⁰ is a little lighter than we used on your last year's catalogs, but I am of the opinion that, since this⁴⁰ shade is more satisfactory when used with cuts, it will be more desirable in your line of business.

The mill⁸⁰ writes us, however, that it can make a new lot in a week or two and that we ought to receive it by the⁸⁰ twentieth. In order to be sure of what we want, we are awaiting your reply. Please let us hear from you by wire¹⁰⁰ in regard to the matter. Yours truly, (107)

Business Correspondence

From "The Automotive Industry," by
Dora H. Pitts

*Typical Letters from Volume 1 of the
Gregg Vocational Dictation Series*

Mr. Jones: Attached hereto are physical properties on connecting rods run on trays in No. 7 furnace⁸⁰ as compared with rods run according to standard practice.

You will note that the physical properties are about⁴⁰ 15 per cent less on the rods run in trays, due to the fact that they do not get so drastic a quench.

I can⁸⁰ see no reason why it should ever be necessary to run connecting rods on trays, and ask that you issue⁸⁰ instructions to discontinue this. (86)

Mr. J. L. Betterige, Betterige Automobile Company, 8505 West Warren Avenue, Detroit,³⁰ Michigan.

Dear Mr. Betterige: Thank you for your initial order of September 27 for⁴⁰ one dozen Type C hot-water heaters. We feel sure that you will be agreeably surprised with the favorable⁸⁰ comments that you will receive from every installation you make.

The operation of these heaters is⁸⁰ so efficient that good will is bound to accrue to you from every sale.

We have one suggestion to offer¹⁰⁰ in the installation of heaters with electric fan blowers that you may find beneficial. One of our owners¹²⁰ let his battery run down through forgetting to switch off the fan of a newly installed heater. This can be¹⁴⁰ eliminated in all installations by wiring the fan switch to the ignition switch instead of to the¹⁶⁰ ammeter. Connected in this way, the heater fan stops when the ignition is cut off. The separate fan switch,¹⁸⁰ of course, still serves to regulate the heater when the engine is running.

Since the fans of the up-to-date heater²⁰⁰ operate so quietly that drivers frequently fail to switch off the current when garaging or parking their cars,²²⁰ we believe that the security of automatic control more than offsets the inconvenience of not²⁴⁰ being able to operate the heater when the ignition is turned off.

We believe that you will be pleased with²⁶⁰ this method of installation and suggest that you try it out.

Kind personal regards. Very truly yours,
(279)

Madame Bo-Peep, of the Ranches

From "Whirligigs," by O. Henry

(Copyright, 1902, by Doubleday, Doran & Company, Inc.)

(Continued from the October issue)

One July night Madame⁴⁸⁰ Bo-Peep and her ranch manager were sitting on the east gallery. Teddy had been exhausting the science⁴⁹⁰ of prognostication as to the probabilities of a price of twenty-four cents for the autumn clip, and⁴⁹⁰ had then subsided into an anaesthetic cloud of Havana smoke. Only as incompetent a judge as⁴⁹⁰ a woman would have failed to note long ago that at least a third of his salary must have gone up in the fumes⁴⁴⁰ of those imported Regalias.

"Teddy," said Octavia, suddenly, and rather sharply, "what are you working⁴⁹⁰ down here on a ranch for?"

"One hundred per," said Teddy, glibly, "and found."

"I've a good mind to discharge you."

"Can't do⁴⁹⁰ it," said Teddy, with a grin.

"Why not?" demanded Octavia, with argumentative heat.

"Under contract. Terms of⁴⁷⁰⁰ sale respect all unexpired contracts. Mine runs until 12 p.m., December thirty-first. You might get up at midnight⁴⁷³⁰ on that date and fire me. If you try it sooner I'll be in a position to bring legal proceedings."⁴⁷⁴⁰

Octavia seemed to be considering the prospects of litigation.

"But," continued Teddy, cheerfully, "I've⁴⁷⁸⁰ been thinking of resigning, anyway."

Octavia's rocking chair ceased its motion. There were centipedes in this⁴⁷⁸⁰ country, she felt sure; and Indians; and vast, lonely, desolate, empty wastes; all within a strong barbed-wire fence. There⁴⁸⁰⁰ was a Van Dresser pride, but there was also a Van Dresser heart. She must know for certain whether or not he had⁴⁸²⁰ forgotten.

"Ah, well, Teddy," she said, with a fine assumption of polite interest, "It's lonely down here; you're longing⁴⁸⁴⁰ to get back to the old life—to polo and lobsters and theatres and balls."

"Never cared much for balls," said Teddy,⁴⁸⁶⁰ virtuously.

"You're getting old, Teddy. Your memory is failing. Nobody ever knew you to miss a dance,⁴⁸⁸⁰ unless it occurred on the same night with another one which you attended. And you showed such shocking bad taste, too,⁴⁹⁰⁰ in dancing too often with the same partner. Let me see, what was that Forbes girl's name—the one with wall eyes—Mabel, wasn't⁴⁹²⁰ it?"

"No; Adele. Mabel was the one with the bony elbows. That wasn't wall in Adele's eyes. It was soul. We⁴⁹⁴⁰ used to talk sonnets together, and Verlaine. Just then I was trying to run a pipe from the Pierian spring."

"You⁴⁹⁶⁰ were on the floor with her," said Octavia, undeflected, "five times at the Hammersmiths'."

"Hammersmiths' what?" questioned⁴⁹⁸⁰ Teddy, vacuously.

"Ball—ball," said Octavia, viciously. "What were we talking of?"

"Eyes, I thought," said Teddy,⁵⁰⁰⁰ after some reflection; "and elbows."

"Those Hammersmiths," went on Octavia, in her sweetest society prattle,⁵⁰²⁰ after subduing an intense desire to yank a handful of sunburnt, sandy hair from the head lying back⁵⁰⁴⁰ contentedly against the canvas of the steamer chair, "had too much money. Mines, wasn't it? It was something that⁵⁰⁶⁰ paid something to the ton. You couldn't get a glass of plain water in their house. Everything at that ball was⁵⁰⁸⁰ dreadfully overdone."

"It was," said Teddy.

"Such a crowd there was!" Octavia continued, conscious that she was talking⁵¹⁰⁰ the rapid drivél of a schoolgirl describing her first dance. "The balconies were as warm as the rooms. I—lost⁵¹²⁰—something at that ball." The last sentence was uttered in a tone calculated to remove the barbs from miles of wire.⁵¹⁴⁰

"So did I," confessed Teddy, in a lower voice.

"A glove," said Octavia, falling back as the enemy approached⁵¹⁶⁰ her ditches.

"Caste," said Teddy, halting his firing line without loss. "I hobnobbed, half the evening, with one of⁵¹⁸⁰ Hammersmith's miners, a fellow who kept his hands in his pockets, and talked like an archangel about reduction plants⁵²⁰⁰ and drifts and levels and sluice boxes."

"A pearl-gray glove, nearly new," sighed Octavia mournfully.

"A bang-up chap,⁵²²⁰ that McArdle," maintained Teddy, approvingly. "A man who hated olives and elevators; a man who handled⁵²⁴⁰ mountains as croquettes, and built tunnels in the air; a man who never uttered a word of silly nonsense in⁵²⁶⁰ his life. Did you sign those lease-renewal applications yet, madama? They've got to be on file in the land office⁵²⁸⁰ by the thirty-first."

Teddy turned his head lazily. Octavia's chair was vacant.

A certain centipede, crawling⁵³⁰⁰ along the lines marked out by fate, expounded the situation. It was early one morning while Octavia⁵³²⁰ and Mrs. MacIntyre were trimming the honeysuckle on the west gallery. Teddy had risen and⁵³⁴⁰ departed hastily before daylight in response to a word that a flock of ewes had been scattered from their bedding⁵³⁶⁰ ground during the night by a thunderstorm.

The centipede, driven by destiny, showed himself on the floor of the⁵³⁸⁰ gallery, and then, the screeches of the two women giving him his cue, he scuttled with all his yellow legs through⁵⁴⁰⁰ the open door into the furthestmost west room, which was Teddy's. Arming themselves with domestic utensils⁵⁴²⁰ selected with regard to their length, Octavia and Mrs. MacIntyre, with much clutching of skirts and skirmishing⁵⁴⁴⁰ for the position of rear guard in the attacking force, followed.

Once outside, the centipede seemed to have disappeared,⁵⁴⁶⁰ and his prospective murderers began a thorough but cautious search for their victim.

Even in the midst of⁵⁴⁸⁰ such a dangerous and absorbing adventure Octavia was conscious of an awed curiosity on⁵⁵⁰⁰ finding herself in Teddy's sanctum. In that room he sat alone, silently communing with those secret thoughts that⁵⁵²⁰ he now shared with no one, dreamed there whatever dreams he now called on no one to interpret.

It was the room of a⁵⁵⁴⁰ Spartan or a soldier. In one corner stood a wide cot; in another, a small bookcase; in another, a grim⁵⁵⁶⁰ stand of Winchesters and shotguns. An immense table, strewn with letters, papers, and documents and surmounted by⁵⁵⁸⁰ a set of pigeonholes, occupied one side.

The centipede showed genius in concealing himself in such bare quarters.⁵⁶⁰⁰ Mrs. MacIntyre was poking a broom handle behind the bookcase. Octavia approached Teddy's cot. The⁵⁶²⁰ room was just as the manager had left it in his hurry. The Mexican maid had not yet given it her⁵⁶⁴⁰ attention. There was his big pillow with the imprint of his head still in the center. She thought the horrid beast might have⁵⁶⁶⁰ climbed the cot and hidden itself to bite Teddy. Centipedes were thus cruel and vindictive toward managers.⁵⁶⁸⁰

She cautiously overturned the pillow, and then parted her lips to give the signal for reinforcements at sight⁵⁷⁰⁰ of a long, slender, dark object lying there. But, repressing it in time, she caught up a glove, a pearl gray glove, flattened⁵⁷²⁰—it might be conceived—

by many, many months of nightly pressure beneath the pillow of the man who had⁵⁷⁴⁰ forgotten the Hammersmiths' ball. Teddy must have left so hurriedly that morning that he had, for once, forgotten to⁵⁷⁰⁰ transfer it to its resting-place by day. Even managers, who are notoriously wily and cunning, are⁵⁷⁹⁰ sometimes caught up with.

Octavia slid the gray glove into the bosom of her summery morning gown. It was⁵⁸⁰⁰ hers. Men who put themselves within a strong barbed-wire fence, and remember Hammersmith balls only by the talk of miners⁵⁸²⁰ about sluice boxes, should not be allowed to possess such articles.

After all, what a paradise this prairie⁵⁸⁴⁰ country was! How it blossomed like the rose when you found things that were thought to be lost! How delicious was that morning⁵⁸⁶⁰ breeze coming in the windows, fresh and sweet with the breath of the yellow retama blooms! Might one not stand, for a⁵⁸⁸⁰ minute, with far-gazing eyes, and dream that mistakes might be corrected?

Why was Mrs. MacIntyre poking about⁵⁹⁰⁰ so absurdly with a broom?

"I've found it," said Mrs. MacIntyre, banging the door. "Here it is."

"Did you lose something?"⁵⁹²⁰ asked Octavia, with sweetly polite non-interest.

"The little devil!" said Mrs. MacIntyre, driven to⁵⁹⁴⁰ violence. "Ye have no forgotten him already!"

Between them they slew the centipede. Thus was he rewarded⁵⁹⁶⁰ for his agency toward the recovery of things lost at the Hammersmiths' ball.

It seems that Teddy, in due⁵⁹⁸⁰ course, remembered the glove, and when he returned to the house at sunset made a secret but exhaustive search for it.⁶⁰⁰⁰ Not until evening, upon the moonlit eastern gallery, did he find it. It was upon the hand that he had⁶⁰²⁰ thought lost to him forever, and so he was moved to repeat certain nonsense that he had been commanded never,⁶⁰⁴⁰ never to utter again. Teddy's fences were down.

This time there was no ambition to stand in the way, and the⁶⁰⁶⁰ wooing was as natural and successful as should be between ardent shepherd and gentle shepherdess.

The prairies⁶⁰⁸⁰ changed to a garden. The Rancho de las Sombras became the Ranch of Light.

A few days later Octavia received a letter from Mr. Bannister, in reply to one she had written to him asking some questions about⁶¹⁰⁰ her business. A portion of the letter ran as follows:

I am at a loss to account for your references⁶¹²⁰ to the sheep ranch. Two months after your departure to take up your residence upon it, it was discovered⁶¹⁴⁰ that Colonel Beaupree's title was worthless. A deed came to light showing that he disposed of the property before⁶¹⁶⁰ his death. The matter was reported to your manager, Mr. Westlake, who at once repurchased the property.⁶¹⁸⁰ It is entirely beyond my powers of conjecture to imagine how you have remained in ignorance of⁶²⁰⁰ this fact. I beg that you will, at once, confer with that gentleman, who will, at least, corroborate my statement.⁶²²⁰

Octavia sought Teddy, with battle in her eye.

"What are you working on this ranch for?" she asked once more.

"One hundred—"⁶²⁴⁰ he began to repeat, but saw in her face that she knew. She held Mr. Bannister's letter in her hand. He knew⁶²⁶⁰ that the game was up.

"It's my ranch," said Teddy, like a school-boy detected in evil. "It's a mighty poor manager⁶²⁸⁰ that isn't able to absorb the boss's business if you give him time."

"Why were you working down here?" pursued⁶³⁰⁰ Octavia, still struggling after the key to the riddle of Teddy.

"To tell the truth, 'Tave," said Teddy, with quiet⁶³²⁰ candor, "it wasn't for the salary. That about kept me in cigars and sunburn lotions. I was sent South⁶³⁴⁰ by my doctor. 'Twas that right lung that was going to the bad on account of over-exercise and strain at polo⁶³⁶⁰ and gymnastics. I needed climate and ozone and rest and things of that sort."

In an instant Octavia⁶³⁸⁰ was close against the vicinity of the affected organ. Mr. Bannister's letter fluttered to the floor.⁶⁴⁰⁰

"It's—it's well now, isn't it, Teddy?"

"Sound as a mesquite chunk. I deceived you in one thing. I paid fifty thousand⁶⁴²⁰ for your ranch as soon as I found you had no title. I had just about that much income accumulated at⁶⁴⁴⁰ my banker's while I've been herding sheep down here, so it was almost like picking the thing up on a bargain counter⁶⁴⁶⁰ for a penny. There's another little surplus of unearned increment piling up there, 'Tave. I've been thinking of⁶⁴⁸⁰ a wedding trip in a yacht with white ribbons tied to the mast, through the Mediterranean, and then up among⁶⁵⁰⁰ the Hebrides and down Norway to the Zuyder Zee."

"And I was thinking," said Octavia, softly, "of a wedding⁶⁵²⁰ gallop with my manager among the flocks of sheep and back to a wedding breakfast with Mrs. MacIntyre⁶⁵⁴⁰ on the gallery, with, maybe, a sprig of orange blossom fastened to the red jar above the table."

Teddy⁶⁵⁶⁰ laughed, and began to chant:

"Little Bo-Peep has lost her sheep,
And doesn't know where to find 'em.
Let 'em alone, and they'll⁶⁶⁰⁰ come home,
And——"

Octavia drew his head down, and whispered in his ear.

But that is one of the tales they brought behind them. (6600)

The Boy Who Recommended Himself

A man advertised for a boy to assist him in his office. Nearly fifty applicants presented themselves⁹⁰ to him. Out of the whole number he selected one, and dismissed the rest.

"I should like to know," said a friend, "on

what⁴⁰ ground you selected that boy, who had not a single recommendation."

"You are mistaken," said the man, "he had⁶⁰ a great many recommendations. He wiped his feet when he came in, and closed the door after him, showing that he⁸⁰ was careful.

"He gave his seat instantly to that lame old man, showing that he was kind and thoughtful.

"He took off his¹⁰⁰ cap when he came in, and answered my questions promptly, showing that he was polite and gentlemanly.

"He picked up¹²⁰ the book which I had purposely laid on the floor and replaced it on the table, showing that he was orderly.¹⁴⁰ All the rest stepped over it. He waited quietly for his turn instead of pushing and crowding.

"When I talked to¹⁶⁰ him, I noticed that his clothing was tidy, his hair neatly brushed, his finger nails clean. Do you not call these things letters¹⁸⁰ of recommendation? I do."
(186)

November Talent Teaser

MONA LISA'S ENIGMATIC SMILE

The secret of Mona Lisa's haunting, enigmatic smile, which has puzzled art critics for years, is explained by²⁰ Dr. Maurice Goldblatt, art authority, who says that the expression is due to a geometric trick of⁴⁰ Leonardo da Vinci, the painter. The Florentine, famed as a mathematician and an engineer as⁶⁰ well as an artist, tilted the lips of the Mona Lisa on the arc of a circle, the ends of which just touch⁸⁰ the outer corners of the eyes.

The arc of another circle forms the outline of the head, and the second circle¹⁰⁰ is exactly twice the diameter of the first. According to Dr. Goldblatt the circles cause the eyes¹²⁰ to focus on the lips and make them the outstanding portions of the painting.

The geometrical pattern not¹⁴⁰ only is in evidence in the Mona Lisa, but in others of Da Vinci's works, particularly the¹⁶⁰ "Virgin of the Rocks," where the formation of the face by circles again holds true. (174)

The Gladness of Nature

Is this a time to be cloudy and sad,

When our mother Nature laughs around;
When even the deep blue heavens look⁴⁰ glad,
And gladness breathes from the blossoming ground?

There's a dance of leaves in that aspen bower,
There's a titter of winds⁴⁰ in that beechen tree,

There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the⁸⁰ sea.

And look at the broad-faced sun, how he smiles

On the dewy earth that smiles in his ray,
On the leaping waters and⁸⁰ gay young isles;
Ah, look, and he'll smile thy gloom away.
(89)

—William Cullen Bryant

The Personal Touch

By Charles Elbert Rhodes

(Adapted to the vocabulary of the first eight chapters of the Manual)

It may be objected that it is all right to speak about the poets feeling their subjects and the writers of²⁰ fiction living over their scenes, but how about those who handle the dull, dry subjects? How about the themes we have⁴⁰ to write in the high school or college?

The answer is that all who have attained real success in any line of writing⁶⁰ have done just what we know to be true concerning Browning, Dickens, and Hawthorne. Charles Darwin, to mention but one⁸⁰ of the great scientists, was in as intimate touch with his work as Browning was, and the results show it. The same¹⁰⁰ is true of historians, essayists, and all other kinds of writers. It is true that it takes more time and effort¹²⁰ to get upon intimate terms with some kinds of subjects than others, but that should not stop one from attempting¹⁴⁰ it. As a matter of fact, the secret of most people's lack of interest in their daily tasks—and this is also¹⁶⁰ true of high school and college pupils—is their failure to understand the joy of work as the only means of¹⁸⁰ living and expressing oneself. They look upon it as a curse, not as a blessing; something to be belittled,²⁰⁰ scorned, and shunned, instead of something to be loved and sought. Right here in the study of English is a good opportunity²²⁰ to learn that a distaste for work is not an evidence of a superior mind and of good taste, but²⁴⁰ of quite different qualities. Nothing is more important to learn than to get the right feeling toward one's work, and²⁶⁰ in writing it is absolutely essential. The following stanza from a remarkable poem tells it²⁸⁰ all, and with rare charm:

"Work!

Thank God for the might of it,
The ardor, the urge, the delight of it—
Work that springs from the²⁰⁰ heart's desire,
Setting the brain and the soul on fire—
Oh, what is so good as the heat of it,
And what is so glad as²²⁰ the beat of it,
And what is so kind as the stern command,
Challenging brain and heart and hand?"

—Work: A Song of Triumph,²⁴⁰
Angela Morgan

The reason so many make a failure of composition work and come to the conclusion²⁶⁰

that they never can succeed and that it is not worth while anyway, is that they persist in believing that a³⁸⁰ composition is something to be hastily dashed off, at a single sitting, the night before it is due.⁴⁰⁰ Composition is just the opposite of that sort of thing; it is the process whereby thoughts and emotions are made⁴²⁰ into the finished product of effective expression. The process implies working according to basic⁴⁴⁰ principles, according to a definite design, to reach a predetermined and worthwhile end. (456)—*Effective Expression*

Key to O. G. A. Plate

"Speaking broadly, fluency is almost entirely a matter of preparation." In this form of writing as²⁰ in every art, natural ease and speed are dependent very largely on preparation. Your fluency⁴⁰ will be in direct ratio to two important conditions: Your knowledge of what you are going to write and your⁶⁰ being used to writing it. This gives rise to the second great element of fluency—the ease that arises⁸⁰ from much writing. To know what you want to make can do you no good without your making it. Therefore, I say to you,¹⁰⁰ write, *write*, then—write some more! (104)

Speed Pointers

From "Gregg Speed Building"

(Continued from the October issue)

[The correct word from each pair of words in type in the shorthand plate appears here in italics. All other words can be read by any student who has completed the first eight chapters of the Manual.]

11. A stenographer should be able to carry from twenty to twenty-five words in his mind⁷⁰⁰ while taking dictation. Ascertain your present word-carrying *power*, and if it is less than twenty words ask⁷²⁰ your dictator to dictate in clauses of ten or fifteen words at a time, increasing the number *gradually*⁷⁴⁰ until you are able to retain the desired number of words while in the act of writing others.

12. A stroke⁷⁶⁰ made with confidence is more easily read than one made with *doubt*. A stroke written quickly is more easily read⁷⁸⁰ than one written slowly. When you take dictation, therefore, write confidently and quickly. Do not for a moment⁸⁰⁰ *doubt* your ability to write a readable outline for every word that will be dictated to you.

13. Keep⁸²⁰ on writing! "He who *hesitates* is lost." Do not stop to consider the correctness of the form of a word when⁸⁴⁰ taking dictation; get it down somehow. Before or after dictation, take all the time necessary to master⁸⁶⁰ correct outlines and to increase your *vocabulary*, but when the *dictator* starts, write and keep on writing!⁸⁸⁰

14. Each week throughout your course copy some of the *shorthand* plates in the monthly GREGG WRITER. When you copy the beautifully⁹⁰⁰ written notes of the expert writer your eye, your hand, and your memory are *simultaneously* trained.⁹²⁰ You imitate the artistic and accurate characters you copy. This plan is a great timesaver in⁹⁴⁰ *developing* speed. Let your power of imitation help you.

15. An *increase* in your *shorthand* speed will depend a great⁹⁶⁰ deal on how strong your desire is to write faster. If you really want to earn the *attractive rewards* that come⁹⁸⁰ to the efficient and speedy writer, you will find the building of speed a fascinating undertaking. It¹⁰⁰⁰ will be no chore for you to *practice* and *repractice* your *assignments* with the persistence and patience of the true¹⁰²⁰ artist striving always for perfection.

16. The faster you enlarge your *shorthand vocabulary* the more quickly¹⁰⁴⁰ your speed will increase. An easy way to enlarge your *vocabulary* is to learn the outlines for the *derivatives*,¹⁰⁶⁰ if any, at the time you learn the root form. For example, when learning the outline for the word "near," *practice*¹⁰⁸⁰ the outlines for *nearer*, *nearly*, *nearest*, *neared*, *nearing*, and *nearness*.

This plan enables you to repeat the *shorthand*¹¹⁰⁰ form for the word "near" six times, yet each time you repeat this *outline* you are also learning a new word. This kind¹¹²⁰ of repetition builds speed quickly.

17. What do you do with your notes after you have taken *dictation*? Do you rewrite¹¹⁴⁰ any of them to improve their proportion, slant, and size? Do you *transcribe* them? Do you *place* a circle around¹¹⁶⁰ those outlines that are incorrectly written, or around the words you should have phrased, or around the new words that need¹¹⁸⁰ more *practice*, to make them *old-time* acquaintances?

Your answer to each of these important questions should be "Yes."

Many¹²⁰⁰ speed secrets lie hidden among the *shorthand* notes that you take from *dictation*. If, without any urging on¹²²⁰ the part of your teacher, you yourself will examine your notes *critically* each day, you will find these speed secrets,¹²⁴⁰ and your speed building will go *forward* rapidly.

18. Half-learned phrases, like half-learned brief forms, are more of a *hindrance* than¹²⁶⁰ a help. If a phrase is worth learning at all, it is worth learning well.

19. If you would be a speedy writer, then first¹²⁸⁰ become an *artistic* writer. You cannot build speed more surely than upon a foundation of artistry.

20. Be¹³⁰⁰ continuously on your guard to see that none of your writing effort is *wasted*. A great deal of time and effort¹³²⁰ can be wasted in writing the little strokes *longer* than necessary. The strokes for *s*, and *th*, and the *t*¹³⁴⁰ are very small, mere ticks that usually become merged with the writing motions of the *preceding* or following¹³⁶⁰ stroke.

The writing of the ordinary check mark gives a most apt *illustration* of the writing of two strokes¹³⁸⁰ as if they were but one. When you write a check mark, you do not

consciously write first a *downstroke* and then an upstroke.¹⁴⁰⁰ You really give no thought to the two strokes *composing* the check mark. You simply make the mark *automatically*.¹⁴²⁰

When you join the little strokes for the *s*, the *th*, and the *t* to other strokes, you should not *think* of them as¹⁴⁴⁰ *separate* strokes. (1443)

Legal Papers—III-IV

[The proper style to be used in typing the formal heading for such papers is explained in the Reporter's Department of the September GREGG WRITER.]

PLAINTIFF'S BILL OF PARTICULARS

William S. Cleary
Plaintiff
against
Hester B. Daggett
Defendant

*Plaintiff for his Bill of Particulars respectfully shows to the court and alleges as follows:

FIRST: That the²⁰ facts which were false which defendant charged the plaintiff with, as alleged in paragraph "First" of the amended complaint,⁴⁰ were that the plaintiff was guilty of the crime of embezzlement in having appropriated and converted,⁶⁰ to his own use a certain piano, silverware, work box and other chattels which defendant alleged belonged⁸⁰ to her and the said charge was in its entirety false and untrue.

SECOND: Upon information and belief, that¹⁰⁰ the facts which were falsely represented before the Grand Jury, as alleged in paragraphs "Fifth" and "Sixth" of the¹²⁰ amended complaint which were untrue were that the plaintiff was guilty of the crime of embezzlement in having¹⁴⁰ appropriated and converted to his own use a certain piano, silverware, work box, and other chattels¹⁶⁰ which defendant alleged belonged to her and the said charge was in its entirety false and untrue.

THIRD: That the¹⁸⁰ acts of the defendant which were false and malicious in procuring the arraignment of the plaintiff before the²⁰⁰ County Court, were malicious in that defendant knew that plaintiff was not guilty of any crime and that defendant²²⁰ procured the plaintiff to be arraigned because of spite and in furtherance of a plan to prevent plaintiff from²⁴⁰ seeing his son, who during these proceedings was abducted by plaintiff's wife and spirited out of the State of²⁶⁰ New Jersey.

FOURTH: The plaintiff paid as counsel fees as alleged in paragraph "Tenth" of the amended complaint,²⁸⁰ approximately Five Hundred Dollars, the exact amount at this time being not within the knowledge of the plaintiff.³⁰⁰

FIFTH: The plaintiff at the time of his arrest was a commission salesman, but plaintiff

does not claim in this³²⁰ proceeding any loss of wages or commissions as special damages.

Dated: May 10, 1933³⁴⁰

Duly verified

John R. Green
Attorney for the Plaintiff (351)

DEFENDANT'S BILL OF PARTICULARS ON COUNTERCLAIM

(Same title)

*Defendant for her Bill of Particulars herein as required by order dated May 28th, 1933²⁰ respectfully shows:—

I. Defendant at this time upon information and belief sets forth, that⁴⁰ the name of the piano was Steinberg.

II. Upon information and belief defendant sets forth that the⁶⁰ silverware consisted of:—

(a) 7 silver teaspoons engraved with the letter "B" approximately 100⁸⁰ years old and heirlooms

(b) 6 old-fashioned silver forks also heirlooms

(c) 1 dozen teaspoons engraved with letter¹⁰⁰ "B"

(d) 6 knives engraved with letter "B"

(e) 6 forks engraved with letter "B"

(f) 6 dessert spoons engraved with letter¹²⁰ "B"

Dated: June 7th, 1933

Duly verified

Arthur R. Williams
Attorney for the Defendant (143)

Short Stories in Shorthand

Put to the Test

"Are you the trained nurse?"

"Yes."

"Well, let's see you do some of your tricks."
(11)

What Next?

Plumber: Well, here we are! And we haven't forgotten a single tool.

Householder: You've come to the wrong address, though. (20)

The Fact Remained

"Mummy, look—the leaves have fallen off the trees."

"Not fallen, darling."

"Who pushed them off, then?" (14)

*NOTE: The formal heading is omitted in the word count.

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Double Trouble!

A passenger on a New York and Chicago limited train, looking under his berth in the morning found one²⁰ black shoe and one tan. He called the porter's attention to the error.

The porter scratched his head in bewilderment.⁴⁰

"Well, don't it beat all," he said. "Dat's de second time dis mawnin' dat mistake's happened." (54)

One on the Boss

"You look fed up, old man."

"Yes, I've had a tiring day. That little beast of an office boy of mine came to me with²⁰ the old gag about getting off for his grandmother's funeral, so just to teach him a lesson I said I would⁴⁰ accompany him."

"Ah, not so bad; was it a good game?"

"No, it *was* his grandmother's funeral." (57)

Oh, Yeah!

"How did you get your cold?"

"Got Chile on the radio last night." (11)

• • •

School News and Personal Notes

(Continued from page 149)

MISS MABEL CATLIN, commercial teacher in the Kamehameha Schools, Honolulu, T. H., writes enthusiastically of the work of the Credentials Plan of *The Gregg Writer*. In part, she says:

I am writing to express my appreciation of what The Gregg Writer Credentials Plan has done for my pupils. They have never worked so hard nor taken such pride in their work, and their accomplishment has been beyond my fondest hopes. These girls have a language difficulty to overcome that sometimes seems unsurmountable. I am more proud than I can tell of the typing tests at 80 words a minute, which I am sending in this month. I never could have accomplished it alone.

This is a very interesting and beautiful school and our yearbook, "Ka Buke," is so unusually lovely this year, I couldn't resist sending you a copy.

A beautiful book, indeed, with many illustrations in color of this unusual school in the

enchanted islands of Hawaii, which, nevertheless, finds a need for business education.

ROWENA WELLMAN has been appointed a member of the faculty of the High School of Commerce in the Junior College of Balboa, Panama. Miss Wellman for several years was head of the commercial department of the Southwestern State Teachers College, Weatherford, Oklahoma. Last year she offered a methods course in the teaching of shorthand at Columbia University and completed several graduate courses in commerce and education.

STUDENTS of the postgraduate course at St. Joseph's Commercial High School, Brooklyn, New York, are publishing a mimeographed school magazine called *The Postgrad*. Twenty pages full of serious suggestions and humorous notes and news make this new magazine a welcome addition to the ranks of commercial student publications.

BEACOM COLLEGE, Wilmington, Delaware, has earned a national reputation for training rapid typists, and last year's typing record was outstanding. During the month of May alone, the beautiful official gold pin of the National Association of Accredited Commercial Schools was awarded to four Beacom students for writing at the rate of 75 words or more a minute net for fifteen minutes.

Mildred Donalson, A.B., University of Delaware, became a member of the faculty of Beacom College this year. She teaches shorthand, English, and related subjects.



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consciously write first a *downstroke* and then an *upstroke*.¹⁴⁰⁰ You really give no thought to the two strokes *composing* the check mark. You simply make the mark *automatically*.¹⁴²⁰

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SECOND: Upon information and belief, that¹⁰⁰ the facts which were falsely represented before the Grand Jury, as alleged in paragraphs "Fifth" and "Sixth" of the¹²⁰ amended complaint which were untrue were that the plaintiff was guilty of the crime of embezzlement in having¹⁴⁰ appropriated and converted to his own use a certain piano, silverware, work box, and other chattels¹⁶⁰ which defendant alleged belonged to her and the said charge was in its entirety false and untrue.

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Duly verified

Arthur R. Williams
Attorney for the Defendant (143)

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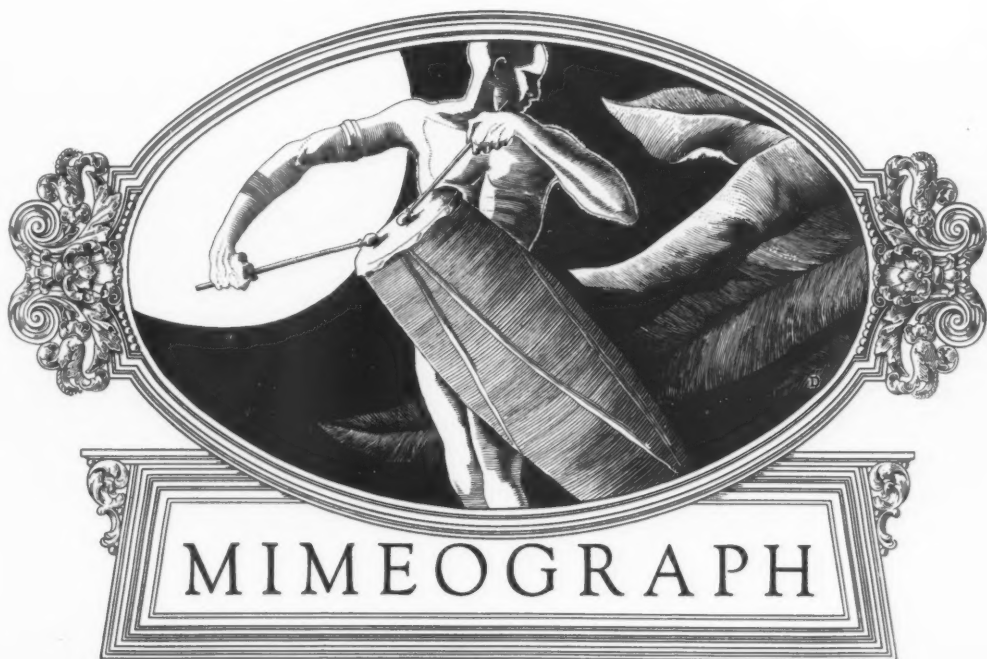
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